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ABSTRACT

This report on the private school universe presents data on K-12 schools broken down by school size, school level, religious orientation, geographical region, community type, and program emphasis. The number of students and teachers is reported in the same categories. The number of students is also reported by race-ethnicity, gender, and grade level. Twenty-two tables present data by three classification schemes: private school typology, religious orientation, and association membership. The Private School Survey was designed to collect data from all private schools in the 50 states and the District of Columbia. The survey was conducted in 1997-98 by the U.S. Bureau of the Census for the National Center for Education Statistics. Results show that, in the fall of 1997, there were 27,402 private elementary and secondary schools in the U.S., a total not statistically different from 1995. Among the schools there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools--Catholic, other religious, and nonsectarian--other religious schools were the most numerous (48 percent), followed by Catholic schools (30 percent), and nonsectarian schools (22 percent). Regions with the most private schools were the Midwest (27 percent) and South (30 percent). The survey design is described in the report's Technical Notes section. (RJM)

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Statistical Analysis Report — October 1999

Private School Universe Survey, 1997–98

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Statistical Analysis Report October 1999

Private School Universe Survey, 1997–98

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Office of Educational Research and Improvement NCES 1999–319

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We are interested in your reaction to the information presented here about the Private School Universe data collection system. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

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Introduction

This report on the private school universe presents data on schools with grades kindergarten through twelve by school size, school level, religious orientation, geographical region, community type and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race–ethnicity, gender, and grade level.

Tables present data by three classification schemes: private school typology (tables 1, 3, 4, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, and 21), religious orientation (tables 2, 5, 6, and 9), and association membership (table 15). The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics (NCES). Each of the primary divisions (Catholic, Other Religious, and Nonsectarian) is subdivided into three additional categories: Catholic into parochial (parish), diocesan, and private order; Other religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and unaffiliated; and nonsectarian into regular program, special emphasis, and special education.[1]

The Private School Survey (PSS) is designed to collect data from all private schools in the 50 states and the District of Columbia. This survey, conducted in 1997–98 by the U.S. Bureau of the Census for NCES, is the data source for this report. The counts presented here are estimates derived from an area frame as well as a census of lists; an estimate of the total undercount is given on page 38. The survey design is described in the Technical Notes section of the report, pages 28–42. Although, beginning in 1995, the PSS definition of a school was expanded to include those schools for which a kindergarten was the highest grade, referred to as kindergarten-terminal (k-terminal) schools, all estimates presented in this report, unless otherwise stated, will be for schools (traditional schools) meeting the more restrictive pre-1995 PSS definition of at least one of grades 1 through 12.

Selected Results

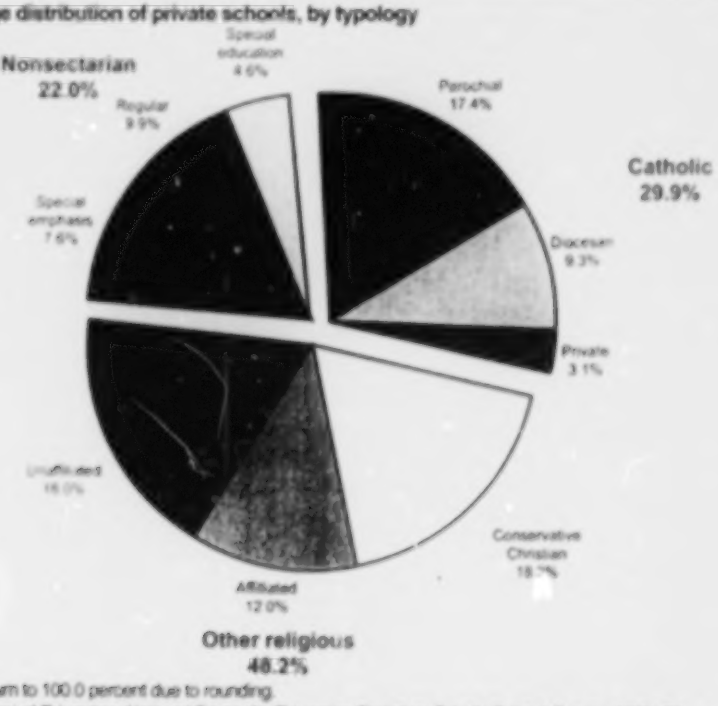
Schools. In the fall of 1997, there were 27,402 private elementary and secondary schools in the United States, a total not statistically different from the 27,686 schools counted in the fall of 1995.[2] Among these schools there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools, Catholic, other religious, and nonsectarian, other religious schools were the most numerous, followed by Catholic schools, and then nonsectarian schools, representing 48, 30, and 22 percent of all private schools, respectively (table 1 and figure 1). Parochial schools were the most numerous type of Catholic schools, followed by diocesan and then private order schools. Among the three categories of other religious schools, conservative Christian, affiliated, and unaffiliated, there were fewer affiliated schools than conservative Christian schools or unaffiliated schools. Of the nonsectarian schools, regular schools were the most numerous, followed by special emphasis schools and then special education schools.

Regions with the most private schools were the Midwest (27 percent) and South (30 percent); the region with the fewest was the West (20 percent). Ninety-one percent of private schools offered at least some elementary grades, with 61 percent offering elementary grades, and 30 percent offering a combination of elementary and secondary grades; the remaining 9 percent offered secondary grades only. Most private schools (82 percent) emphasized a regular elementary/secondary program. The other program emphasis categories, Montessori, special emphasis, special education, vocational/technical, early childhood, and alternative, each contained fewer than 10 percent of private schools.

[1] For a description of the typology see the definitions in the Technical Notes section of the report, page 28.

[2] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1995–96*, NCES 98-229 (Washington, DC: 1998)

Figure 1.—Percentage distribution of private schools, by typology



NOTE: Details may not sum to 100.0 percent due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Enrollment. Approximately 5 million students were enrolled in the Nation's private schools in the fall of 1997, a total not statistically different from that of 1995.[3] Private school students represent approximately 10 percent of the total elementary and secondary students in the United States.[4]

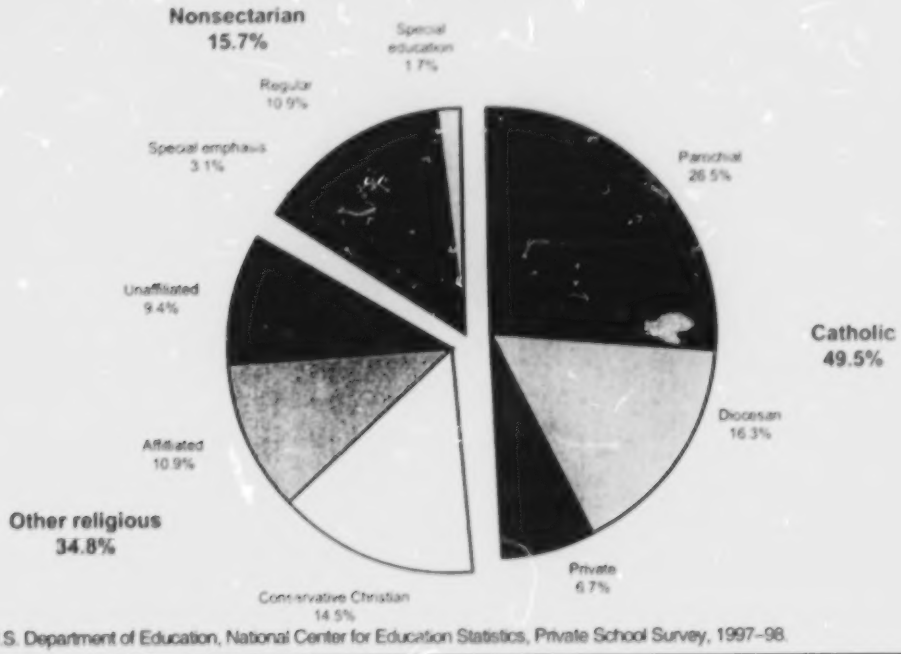
In contrast to the number of schools, more students were enrolled in Catholic schools than in other religious schools, 50 and 35 percent of total private enrollment, respectively (table 1 and figure 2). Like the number of schools, enrollment in nonsectarian schools, representing 16 percent of all private students, was less than that of Catholic or other religious schools. That Catholic schools represent approximately one-third of all private schools while containing half of private school students is an indication that the distribution of schools by size is not the same for the three types of schools. In fact, the percentage of schools which are small (less than 150 students) is over three times greater for other religious (72 percent) and nonsectarian (76 percent) schools than that of Catholic schools (19 percent) (table 13). The pattern of enrollment for the three categories of Catholic schools mirrored that of the number of schools; more students were enrolled in parochial schools, followed by diocesan schools and then private order schools. Among the three categories of other religious schools, the enrollment pattern did not mirror the number of schools. Enrollment was greatest in conservative Christian schools, followed by affiliated schools, and then unaffiliated schools. Of the nonsectarian schools, regular schools had more students, followed by special emphasis schools and then special education schools.

Approximately 56 percent of private school students were enrolled in elementary schools, 16 percent were enrolled in secondary schools, and 29 percent were enrolled in combined schools (table 1). Ninety-two percent of private school students were enrolled in schools with a regular elementary/secondary program emphasis, while fewer than 5 percent of private school students were enrolled in schools featuring any one of the other categories of program emphasis.

[3] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey 1995–96*, NCES 98-229 (Washington, DC: 1998).

[4] Public school enrollment source is the Common Core of Data, State Nonfiscal Survey, 1997–98.

Figure 2.—Percentage distribution of private school students, by typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

About three-quarters (78 percent) of private school students were white, non-Hispanic; while 9, 8, 0.5, and 5 percent were black, non-Hispanic; Hispanic; American Indian/Alaskan Native; or Asian/Pacific Islander; respectively (table 16).[5] Almost half of all private school students attended schools that were located in urban areas, approximately forty percent attended schools that were located in an urban fringe or a large town, while only 12 percent attended rural schools (table 1).

Teachers. The Nation's private school students were taught by approximately 377,000 full-time equivalent (FTE) teachers (table 1) in 1997, representing an increase over the number of FTE teachers employed in private schools in 1995.[6] In contrast to enrollment, Catholic schools (38 percent), and other religious schools (38 percent) employed approximately the same number of FTE teachers, while both employed more than nonsectarian schools (24 percent) (table 1 and figure 3). The pattern of teacher employment for the three categories of Catholic schools mirrored that of the number of schools and students; more FTE teachers were teaching in parochial schools, followed by diocesan schools and then private order schools. For other religious and nonsectarian schools, the number of FTE teachers followed the same pattern as enrollment. Among the three categories of other religious schools, conservative Christian schools employed the most teachers, followed by affiliated schools and then unaffiliated schools. Of the nonsectarian schools, more FTE teachers were employed by regular schools, followed by special emphasis schools and then special education schools.

Nearly one-half of FTE teachers (48 percent) were teaching in elementary schools, roughly one-third (36 percent) in combined schools, and about 16 percent in secondary schools. Almost 88 percent of private school FTE teachers were teaching in schools with a regular elementary/secondary program emphasis. As in the case of students, fewer than 5 percent of private school FTE teachers were

[5] For comparisons of the racial-ethnic composition of private school enrollment with that of public schools from the 1987–88, 1990–91, and 1993–94 Schools and Staffing Surveys, see U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile*, 1990–91, NCES 95-330 (Washington, DC: 1995) and *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97-459 (Washington, DC: 1997).

[6] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey 1995–96*, NCES 98-229 (Washington, DC: 1998).

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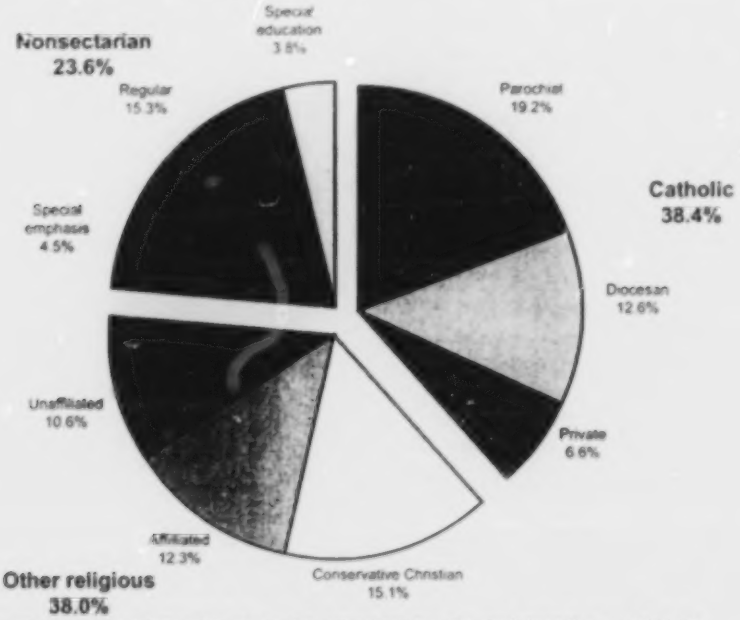
Figure 3.—Percentage distribution of private school FTE teachers, by typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

teaching in schools featuring any one of the other categories of program emphasis.

Kindergarten-terminal schools. Since 1995, schools for which a kindergarten was the highest grade have been included in the PSS. In the fall of 1997, there were 6,493 of these schools enrolling 103,061 students and employing 14,816 FTE teachers nationwide (table 1B). When the kindergarten-terminal schools are combined with the traditional PSS schools, the total number of schools becomes 33,895 with 5,179,181 students and 391,360 FTE teachers (table 3B). Almost seven out of ten of the kindergarten-terminal schools were nonsectarian (69 percent), 28 percent were other religious, and 3 percent were Catholic (table 1B).

By definition, all of these schools were classified as elementary and almost all of them enrolled fewer than 150 students. Approximately 80 percent of these schools emphasized an early childhood program, 18 percent emphasized a Montessori program, and fewer than 5 percent each emphasized any one of the other program emphases.

Table 1.—Number and percentage distribution of private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,402**	100.0	**5,076,119**	100.0	**376,544**	100.0
Private school type						
Catholic	8,182	29.9	2,514,699	49.5	144,642	38.4
Parochial	4,778	17.4	1,345,956	26.5	72,444	19.2
Diocesan	2,556	9.3	829,250	16.3	47,400	12.6
Private	848	3.1	339,494	6.7	24,799	6.6
Other religious	13,195	48.2	1,764,447	34.8	143,073	38.0
Conservative Christian	4,978	18.2	737,013	14.5	56,834	15.1
Affiliated	3,287	12.0	551,517	10.9	46,362	12.3
Unaffiliated	4,929	18.0	475,917	9.4	39,877	10.6
Nonsectarian	6,025	22.0	796,972	15.7	88,829	23.6
Regular	2,705	9.9	553,371	10.9	57,422	15.3
Special emphasis	2,070	7.6	158,627	3.1	16,950	4.5
Special education	1,250	4.6	84,975	1.7	14,457	3.8
School level						
Elementary	16,623	60.7	2,824,844	55.7	180,452	47.9
Secondary	2,487	9.1	798,339	15.7	60,885	16.2
Combined	8,292	30.3	1,452,937	28.6	135,207	35.9
Program emphasis						
Regular elementary/ secondary	22,363	81.6	4,684,016	92.3	330,165	87.7
Montessori	1,144	4.2	69,911	1.4	7,544	2.0
Special program emphasis	589	2.2	100,149	2.0	9,795	2.6
Special education	1,387	5.1	93,498	1.8	15,983	4.3
Vocational/technical	—	—	—	—	—	—
Early childhood	160	0.6	7,898	0.2	582	0.2
Alternative	1,745	6.4	118,790	2.3	12,339	3.3
Size						
Less than 150	15,573	56.8	918,907	18.1	96,241	25.6
150 to 299	6,656	24.3	1,439,334	28.4	99,344	26.4
300 to 499	3,125	11.4	1,197,240	23.6	78,641	20.9
500 to 749	1,339	4.9	800,437	15.8	53,089	14.1
750 or more	711	2.6	720,201	14.2	49,229	13.1
Region						
Northeast	6,325	23.1	1,287,045	25.4	100,306	26.6
Midwest	7,423	27.1	1,345,553	26.5	88,612	23.5
South	8,111	29.6	1,510,340	29.8	121,925	32.4
West	5,542	20.2	933,182	18.4	65,701	17.5
Community type						
Central city	10,902	39.8	2,472,859	48.7	178,074	47.3
Urban fringe/large town	10,263	37.5	2,018,085	39.8	148,850	39.5
Rural/small town	6,236	22.8	585,175	11.5	49,620	13.2

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 2.—Number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1997–98

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,402**	**100.0**	**5,076,119**	**100.0**	**376,544**	**100.0**
Religious orientation						
Roman Catholic	8,182	29.9	2,514,699	49.5	144,642	38.4
African Methodist Episcopal	—	—	—	—	—	—
Amish	* 952	* 3.5	* 26,434	* 0.5	* 1,443	* 0.4
Assembly of God	467	1.7	68,658	1.4	5,116	1.4
Baptist	2,262	8.3	318,702	6.3	25,670	6.8
Brethren	55	0.2	8,132	0.2	558	0.2
Calvinist	138	0.5	40,853	0.8	2,481	0.7
Christian (unspecified)	3,371	12.3	486,303	9.6	39,647	10.5
Church of Christ	156	0.6	42,074	0.8	3,118	0.8
Church of God	192	0.7	18,013	0.4	1,467	0.4
Disciples of Christ	—	—	—	—	—	—
Episcopal	346	1.3	92,466	1.8	9,769	2.6
Friends	76	0.3	18,838	0.4	2,140	0.6
Greek Orthodox	31	0.1	5,079	0.1	437	0.1
Islamic	96	0.4	11,412	0.2	1,209	0.3
Jewish	676	2.5	167,254	3.3	16,747	4.5
Latter Day Saints	—	—	—	—	—	—
Lutheran Church—Missouri Synod	1,060	3.9	160,485	3.2	9,759	2.6
Evangelical Lutheran Church in America	122	0.4	18,065	0.4	1,242	0.3
Wisconsin Evangelical Lutheran Synod	375	1.4	36,656	0.7	2,258	0.6
Other Lutheran	55	0.2	4,200	0.1	286	0.1
Mennonite	389	1.4	22,092	0.4	1,752	0.5
Methodist	121	0.4	16,566	0.3	1,492	0.4
Pentecostal	447	1.6	29,087	0.6	2,724	0.7
Presbyterian	137	0.5	31,714	0.6	2,604	0.7
Seventh-Day Adventist	1,013	3.7	63,894	1.3	4,673	1.2
Other	631	2.3	74,158	1.5	6,151	1.6
Nonsectarian	6,025	22.0	796,972	15.7	88,829	23.6

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 3.—Number and percentage distribution of private schools, by school level, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,402**	**100.0**	**16,623**	**100.0**	**2,487**	**100.0**	**8,292**	**100.0**
Private school type								
Catholic	8,182	29.9	6,800	40.9	1,121	45.1	262	3.2
Parochial	4,778	17.4	4,526	27.2	204	8.2	47	0.6
Diocesan	2,556	9.3	2,011	12.1	480	19.3	65	0.8
Private	848	3.1	262	1.6	437	17.6	150	1.8
Other religious	13,195	48.2	6,830	41.1	697	28.0	5,668	68.4
Conservative Christian	4,978	18.2	1,700	10.2	143	5.8	3,135	37.8
Affiliated	3,287	12.0	2,166	13.0	292	11.7	830	10.0
Unaffiliated	4,929	18.0	2,964	17.8	262	10.5	1,703	20.5
Nonsectarian	6,025	22.0	2,993	18.0	670	26.9	2,362	28.5
Regular	2,705	9.9	1,523	9.2	266	10.7	915	11.0
Special emphasis	2,070	7.6	1,290	7.8	236	9.5	545	6.6
Special education	1,250	4.6	181	1.1	168	6.8	901	10.9
Program emphasis								
Regular elementary/ secondary	22,363	81.6	14,495	87.2	1,973	79.3	5,895	71.1
Montessori	1,144	4.2	950	5.7	—	—	186	2.2
Special program emphasis	589	2.2	273	1.6	66	2.6	250	3.0
Special education	1,387	5.1	204	1.2	178	7.2	1,005	12.1
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	160	0.6	148	0.9	—	0.0	—	—
Alternative	1,745	6.4	553	3.3	253	10.2	938	11.3
Size								
Less than 150	15,573	56.8	9,041	54.4	1,046	42.1	5,486	66.2
150 to 299	6,656	24.3	4,860	29.2	446	17.9	1,349	16.3
300 to 499	3,125	11.4	1,994	12.0	408	16.4	722	8.7
500 to 749	1,339	4.9	615	3.7	297	11.9	427	5.2
750 or more	711	2.6	113	0.7	290	11.7	308	3.7
Region								
Northeast	6,325	23.1	3,872	23.3	795	32.0	1,658	20.0
Midwest	7,423	27.1	5,299	31.9	604	24.3	1,520	18.3
South	8,111	29.6	4,014	24.2	564	22.7	3,533	42.6
West	5,542	20.2	3,437	20.7	524	21.1	1,580	19.1
Community type								
Central city	10,902	39.8	6,886	41.4	1,173	47.2	2,844	34.3
Urban fringe/large town	10,263	37.5	6,377	38.4	871	35.0	3,015	36.4
Rural/small town	6,236	22.8	3,359	20.2	444	17.9	2,433	29.3

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 4.—Number and percentage distribution of private school students, by school level, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,076,119**	**100.0**	**2,824,844**	**100.0**	**798,339**	**100.0**	**1,452,937**	**100.0**
Private school type								
Catholic	2,514,699	49.5	1,833,053	64.9	606,447	76.0	75,199	5.2
Parochial	1,345,956	26.5	1,245,714	44.1	86,203	10.8	14,039	1.0
Diocesan	829,250	16.3	533,849	18.9	278,151	34.8	17,250	1.2
Private	339,494	6.7	53,491	1.9	242,093	30.3	43,910	3.0
Other religious	1,764,447	34.8	731,324	25.9	112,167	14.1	920,957	63.4
Conservative Christian	737,013	14.5	219,405	7.8	22,310	2.8	495,298	34.1
Affiliated	551,517	10.9	281,793	10.0	58,699	7.4	211,025	14.5
Unaffiliated	475,917	9.4	230,126	8.2	31,158	3.9	214,633	14.8
Nonsectarian	796,972	15.7	260,466	9.2	79,725	10.0	456,781	31.4
Regular	553,371	10.9	168,940	6.0	56,365	7.1	328,066	22.6
Special emphasis	158,627	3.1	80,551	2.9	14,353	1.8	63,723	4.4
Special education	84,975	1.7	10,976	0.4	9,007	1.1	64,992	4.5
Program emphasis								
Regular elementary/ secondary	4,684,016	92.3	2,679,922	94.9	753,538	94.4	1,250,557	86.1
Montessori	69,911	1.4	55,679	2.0	—	—	13,460	0.9
Special program emphasis	100,149	2.0	35,358	1.3	15,533	2.0	49,258	3.4
Special education	93,498	1.8	12,443	0.4	9,730	1.2	71,325	4.9
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	7,898	0.2	7,386	0.3	0	0.0	—	—
Alternative	118,790	2.3	34,056	1.2	17,881	2.2	66,853	4.6
Size								
Less than 150	918,907	18.1	555,232	19.7	58,212	7.3	305,463	21.0
150 to 299	1,439,334	28.4	1,050,686	37.2	98,765	12.4	289,883	20.0
300 to 499	1,197,240	23.6	760,014	26.9	159,570	20.0	277,656	19.1
500 to 749	800,437	15.8	357,790	12.7	181,629	22.8	261,018	18.0
750 or more	720,201	14.2	101,122	3.6	300,162	37.6	318,917	22.0
Region								
Northeast	1,287,045	25.4	751,123	26.6	261,059	32.7	274,862	18.9
Midwest	1,345,553	26.5	896,917	31.8	240,671	30.2	207,964	14.3
South	1,510,340	29.8	631,849	22.4	153,405	19.2	725,086	49.9
West	933,182	18.4	544,954	19.3	143,203	17.9	245,025	16.9
Community type								
Central city	2,472,859	48.7	1,370,115	48.5	451,240	56.5	651,504	44.8
Urban fringe/large town	2,018,085	39.8	1,178,968	41.7	282,794	35.4	556,322	38.3
Rural/small town	585,175	11.5	275,760	9.8	64,304	8.1	245,111	16.9

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 5.—Number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,402**	**100.0**	**16,623**	**100.0**	**2,487**	**100.0**	**8,292**	**100.0**
Religious orientation								
Roman Catholic	8,182	29.9	6,800	40.9	1,121	45.1	262	3.2
African Methodist Episcopal	—	—	—	—	—	—	—	—
Amish	* 952	* 3.5	* 896	* 5.4	—	—	54	0.7
Assembly of God	467	1.7	214	1.3	—	—	247	3.0
Baptist	2,262	8.3	532	3.2	33	1.3	1,697	20.5
Brethren	55	0.2	22	0.1	—	—	31	0.4
Calvinist	138	0.5	79	0.5	21	0.8	38	0.5
Christian (unspecified)	3,371	12.3	1,329	8.0	* 216	8.7	1,826	22.0
Church of Christ	156	0.6	75	0.5	—	—	76	0.9
Church of God	192	0.7	* 62	* 0.4	—	—	* 128	* 1.5
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	346	1.3	224	1.4	47	1.9	75	0.9
Friends	76	0.3	37	0.2	—	—	31	0.4
Greek Orthodox	31	0.1	24	0.1	—	—	—	—
Islamic	96	0.4	61	0.4	—	—	33	0.4
Jewish	676	2.5	370	2.2	159	6.4	146	1.8
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church—Missouri Synod	1,060	3.9	980	5.9	55	2.2	25	0.3
Evangelical Lutheran Church in America	122	0.4	115	0.7	—	—	—	—
Wisconsin Evangelical Lutheran Synod	375	1.4	350	2.1	21	0.9	—	—
Other Lutheran	55	0.2	41	0.3	—	—	—	—
Mennonite	389	1.4	212	1.3	—	—	166	2.0
Methodist	121	0.4	59	0.4	—	—	* 53	* 0.7
Pentecostal	447	1.6	88	0.5	—	—	354	4.3
Presbyterian	137	0.5	86	0.5	—	—	* 41	* 0.5
Seventh-Day Adventist	1,013	3.7	691	4.2	59	2.4	263	3.2
Other	631	2.3	268	1.6	19	0.8	343	4.1
Nonsectarian	6,025	22.0	2,993	18.0	670	26.9	2,362	28.5

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 6.—Number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,076,119**	**100.0**	**2,824,844**	**100.0**	**798,339**	**100.0**	**1,452,937**	**100.0**
Religious orientation								
Roman Catholic	2,514,699	49.5	1,833,053	64.9	606,447	76.0	75,199	5.2
African Methodist Episcopal	—	—	—	—	—	—	—	—
Amish	* 26,434	* 0.5	* 24,742	* 0.9	—	—	1,652	0.1
Assembly of God	68,658	1.4	29,839	1.1	—	—	38,693	2.7
Baptist	318,702	6.3	66,330	2.4	4,819	0.6	247,553	17.0
Brethren	8,132	0.2	3,691	0.1	—	—	3,809	0.3
Calvinist	40,853	0.8	19,388	0.7	8,551	0.0	12,914	0.9
Christian (unspecified)	486,303	9.6	148,894	5.3	24,055	3.0	313,354	21.6
Church of Christ	42,074	0.8	9,231	0.3	—	—	28,949	2.0
Church of God	18,013	0.4	5,897	0.2	—	—	12,043	0.8
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	92,466	1.8	42,561	1.5	9,206	1.2	40,699	2.8
Friends	18,838	0.4	5,086	0.2	—	—	12,781	0.9
Greek Orthodox	5,079	0.1	3,930	0.1	—	—	—	—
Islamic	11,412	0.2	5,239	0.2	—	—	6,134	0.4
Jewish	167,254	3.3	81,489	2.9	20,772	2.6	64,993	4.5
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church—Missouri Synod	160,485	3.2	140,548	5.0	14,519	1.8	5,418	0.4
Evangelical Lutheran Church in America	18,065	0.4	16,446	0.6	—	—	—	—
Wisconsin Evangelical Lutheran Synod	36,656	0.7	29,890	1.1	6,089	0.8	—	—
Other Lutheran	4,200	0.1	3,028	0.1	—	—	—	—
Mennonite	22,092	0.4	10,443	0.4	—	—	9,128	0.6
Methodist	16,566	0.3	6,979	0.3	—	—	8,343	0.6
Pentecostal	29,087	0.6	6,139	0.2	—	—	22,926	1.6
Presbyterian	31,714	0.6	13,794	0.5	—	—	15,745	1.1
Seventh-Day Adventist	63,894	1.3	26,905	1.0	8,781	1.1	28,208	1.9
Other	74,158	1.5	29,562	1.1	2,997	0.4	41,599	2.9
Nonsectarian	796,972	15.7	260,466	9.2	79,725	10.0	456,781	31.4

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 7.—Percentage distribution of private schools, by program emphasis, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Early childhood	Alternative
Total	**100.0**	**81.6**	**4.2**	**2.2**	**5.1**	**—**	**0.6**	**6.4**
Private school type								
Catholic	100.0	97.7	0.4	0.6	0.8	—	—	0.5
Parochial	100.0	99.2	—	—	—	—	—	—
Diocesan	100.0	97.6	—	0.8	1.1	—	—	—
Private	100.0	89.7	2.1	1.9	3.7	—	—	2.1
Other religious	100.0	89.3	0.6	2.3	0.5	—	0.3	7.0
Conservative Christian	100.0	88.0	0.4	* 2.3	—	—	—	9.1
Affiliated	100.0	92.3	—	3.1	0.6	—	—	3.1
Unaffiliated	100.0	88.5	0.9	1.6	0.9	—	0.5	7.5
Nonsectarian	100.0	43.0	17.2	4.0	20.8	—	1.9	13.0
Regular	100.0	95.8	0.0	0.0	0.0	—	4.2	0.0
Special emphasis	100.0	0.0	50.2	11.7	0.0	—	0.0	37.9
Special education	100.0	0.0	0.0	0.0	100.0	—	0.0	0.0
School level								
Elementary	100.0	87.2	5.7	1.6	1.2	—	0.9	3.3
Secondary	100.0	79.3	—	2.6	7.2	—	0.0	10.2
Combined	100.0	71.1	2.2	3.0	12.1	—	—	11.3
Size								
Less than 150	100.0	71.4	6.9	2.4	8.1	—	1.0	10.1
150 to 299	100.0	93.6	1.1	1.8	1.6	—	—	1.8
300 to 499	100.0	96.8	—	1.7	—	—	0.0	0.9
500 to 749	100.0	97.0	0.0	1.9	—	—	0.0	—
750 or more	100.0	96.4	0.0	2.6	0.0	—	0.0	—
Region								
Northeast	100.0	79.8	2.5	1.5	9.1	—	1.0	5.9
Midwest	100.0	88.7	2.9	1.3	2.8	—	0.3	3.9
South	100.0	80.7	5.2	2.7	3.8	—	0.3	7.3
West	100.0	75.6	6.3	3.2	5.3	—	0.8	8.8
Community type								
Central city	100.0	80.7	4.6	2.8	5.7	—	0.7	5.5
Urban fringe/large town	100.0	79.6	5.4	1.8	5.9	—	0.8	6.4
Rural/small town	100.0	86.4	1.5	* 1.6	2.6	—	—	7.8

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 8.—Percentage distribution of private school students, by program emphasis, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Early childhood	Alternative
Total	**100.0**	**92.3**	**1.4**	**2.0**	**1.8**	**—**	**0.2**	**2.3**
Private school type								
Catholic	100.0	98.7	0.1	0.7	0.2	—	—	0.2
Parochial	100.0	99.5	—	—	—	—	—	—
Diocesan	100.0	98.6	—	1.0	0.2	—	—	—
Private	100.0	96.0	1.8	1.8	0.8	—	—	0.7
Other religious	100.0	93.7	0.3	2.4	0.2	—	0.1	3.3
Conservative Christian	100.0	95.1	0.2	* 1.6	—	—	—	3.0
Affiliated	100.0	93.4	—	3.7	0.2	—	—	2.3
Unaffiliated	100.0	91.9	0.4	2.2	0.4	—	0.3	4.8
Nonsectarian	100.0	68.8	7.7	5.1	10.7	—	0.6	7.0
Regular	100.0	99.1	0.0	0.0	0.0	—	0.9	0.0
Special emphasis	100.0	0.0	38.8	25.7	0.0	—	0.0	34.9
Special education	100.0	0.0	0.0	0.0	100.0	—	0.0	0.0
School level								
Elementary	100.0	94.9	2.0	1.3	0.4	—	0.3	1.2
Secondary	100.0	94.4	—	2.0	1.2	—	0.0	2.2
Combined	100.0	86.1	0.9	3.4	4.9	—	—	4.6
Size								
Less than 150	100.0	76.3	5.8	2.4	7.3	—	0.7	7.4
150 to 299	100.0	94.1	1.0	1.7	1.5	—	—	1.6
300 to 499	100.0	96.8	—	1.7	—	—	0.0	0.9
500 to 749	100.0	96.9	0.0	2.0	—	—	0.0	—
750 or more	100.0	96.4	0.0	2.4	0.0	—	0.0	—
Region								
Northeast	100.0	92.3	92.3	1.4	3.5	—	0.2	1.7
Midwest	100.0	95.1	95.1	1.5	0.8	—	0.1	1.4
South	100.0	92.3	92.3	2.0	1.4	—	0.1	2.5
West	100.0	88.2	88.2	3.4	1.8	—	0.2	4.2
Community type								
Central city	100.0	92.6	1.3	2.1	1.6	—	0.2	2.2
Urban fringe/large town	100.0	91.7	1.7	1.9	2.3	—	0.2	2.3
Rural/small town	100.0	92.8	0.8	* 1.8	1.2	—	—	3.2

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 9.—Percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 1997–98

Religious or nonsectarian category	Percent of schools	Percent of students
Total	**81.6**	**92.3**
Religious orientation		
Roman Catholic	97.7	98.7
African Methodist Episcopal	—	—
Amish	93.1	92.4
Assembly of God	92.0	97.4
Baptist	90.0	96.1
Brethren	79.5	87.4
Calvinist	96.9	97.5
Christian (unspecified)	86.0	92.7
Church of Christ	92.9	92.1
Church of God	64.8	83.4
Disciples of Christ	—	—
Episcopal	91.4	94.1
Friends	84.1	93.8
Greek Orthodox	89.1	83.7
Islamic	78.3	82.7
Jewish	80.9	86.2
Latter Day Saints	—	—
Lutheran Church—Missouri Synod	98.2	99.3
Evangelical Lutheran Church in America	88.4	95.5
Wisconsin Evangelical Lutheran Synod	98.7	98.1
Other Lutheran	98.1	99.3
Mennonite	94.3	96.6
Methodist	80.3	89.1
Pentecostal	78.9	89.0
Presbyterian	86.2	94.4
Seventh-Day Adventist	97.3	96.9
Other	84.8	93.1
Nonsectarian	43.0	68.8

— Too few sample cases for a reliable estimate.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 10.—Number and percentage distribution of private school students, by grade level and private school typology: United States, 1997–98

Private school type	Grade									
	Kindergarten[2]		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**501,004**	**100.0**	**476,872**	**100.0**	**452,408**	**100.0**	**428,274**	**100.0**	**406,032**	**100.0**
Catholic	221,567	44.2	232,102	48.7	226,372	50.0	218,641	51.0	209,509	51.6
Parochial	147,959	29.5	156,154	32.8	152,657	33.7	147,781	34.5	141,195	34.8
Diocesan	65,231	13.0	67,601	14.2	66,292	14.7	63,642	14.8	61,367	15.1
Private	8,377	1.7	8,347	1.8	7,423	1.6	7,218	1.6	6,948	1.7
Other religious	195,519	39.0	181,036	38.0	169,812	37.5	157,272	36.7	146,457	36.6
Conservative Christian	87,424	17.5	77,771	16.3	71,948	15.9	66,283	15.4	61,415	15.1
Affiliated	56,638	11.3	53,863	11.3	51,599	11.4	48,833	11.4	46,522	11.5
Unaffiliated	51,457	10.3	49,402	10.4	46,265	10.2	42,156	9.8	40,520	10.0
Nonsectarian	83,919	16.8	63,734	13.4	56,225	12.4	52,360	12.2	48,066	11.3
Regular	57,543	11.5	47,371	9.9	42,251	9.3	39,677	9.2	37,320	8.5
Special emphasis	25,231	5.0	15,492	3.3	12,821	2.8	11,172	2.6	8,988	2.5
Special education	1,144	0.2	871	0.2	1,153	0.3	1,511	0.3	1,757	0.4

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**389,258**	**100.0**	**388,938**	**100.0**	**377,426**	**100.0**	**360,888**	**100.0**	**326,149**	**100.0**
Catholic	202,379	52.0	200,676	51.60	191,656	50.8	182,438	50.6	170,565	52.3
Parochial	136,481	35.1	133,849	34.41	123,914	32.8	115,814	32.1	23,605	7.2
Diocesan	58,936	15.1	58,170	14.96	56,189	14.9	54,433	15.1	75,717	23.2
Private	6,962	1.8	8,656	2.23	11,553	3.1	12,191	3.4	71,243	21.8
Other religious	140,107	36.0	139,252	35.8	135,506	35.9	127,306	35.3	99,286	30.4
Conservative Christian	57,115	14.7	56,849	14.6	55,417	14.7	51,473	14.3	42,575	13.1
Affiliated	44,680	11.5	44,341	11.4	43,064	11.4	40,778	11.3	31,647	9.7
Unaffiliated	38,312	9.8	38,062	9.8	37,025	9.8	35,055	9.7	25,064	7.7
Nonsectarian	46,771	12.0	49,011	12.6	50,263	13.3	51,144	14.2	56,299	17.3
Regular	36,730	9.4	38,995	10.0	40,075	10.6	39,868	11.1	42,890	13.2
Special emphasis	8,009	2.1	7,384	1.9	6,879	1.8	7,237	2.0	8,235	2.5
Special education	2,032	0.5	2,632	0.7	3,310	0.9	4,039	1.1	5,173	1.6

NOTE: All sources and footnotes appear on the second page of table 10.

Table 10.—Number and percentage distribution of private school students, by grade level and private school typology: United States, 1997–98—Continued

Private school type	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**306,068**	**100.0**	**283,491**	**100.0**	**265,687**	**100.0**	**113,624**	**100.0**
Catholic	158,458	51.8	148,635	52.4	141,272	53.1	10,430	9.2
Parochial	21,823	7.1	20,727	7.3	20,066	7.5	3,933	3.5
Diocesan	71,015	23.2	66,316	23.4	62,350	23.4	1,990	1.8
Private	65,620	21.4	61,592	21.7	58,857	22.1	4,507	4.0
Other religious	93,170	30.4	83,266	29.4	76,045	28.6	18,414	16.2
Conservative Christian	38,899	12.7	33,444	11.8	29,616	11.1	6,785	6.0
Affiliated	30,710	10.0	28,244	10.0	26,574	10.0	4,026	3.5
Unaffiliated	23,561	7.7	21,578	7.6	19,855	7.4	7,603	6.7
Nonsectarian	54,440	17.8	51,590	18.2	48,370	18.2	84,781	74.6
Regular	42,703	14.0	41,454	14.6	39,703	14.9	6,790	6.0
Special emphasis	7,073	2.3	6,564	2.3	5,921	2.2	27,617	24.3
Special education	4,664	1.5	3,572	1.3	2,746	1.0	50,373	44.3

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 11.—Number of private school students, by program emphasis and grade level: United States, 1997–98

Grade level	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Early childhood	Alternative
Total	**5,076,119**	**4,684,016**	**69,911**	**100,149**	**93,498**	**—**	**7,898**	**118,790**
Kindergarten*	501,004	460,254	18,382	9,143	1,341	—	2,327	9,558
First	476,872	449,436	9,801	8,675	996	—	0	7,959
Second	452,408	428,205	7,501	8,185	1,275	—	0	7,229
Third	428,274	406,117	6,054	7,767	1,675	—	0	6,654
Fourth	406,032	386,289	4,329	7,220	1,932	—	0	6,253
Fifth	389,258	369,983	3,480	7,197	2,231	—	0	6,358
Sixth	388,938	369,942	2,511	7,193	2,835	—	0	6,449
Seventh	377,426	357,313	1,484	7,575	3,643	—	0	7,403
Eighth	360,888	340,311	1,246	7,024	4,458	—	0	7,842
Ninth	326,149	301,821	295	8,241	5,668	—	0	9,854
Tenth	306,068	284,249	236	7,298	5,071	—	0	9,023
Eleventh	283,491	264,791	250	6,717	3,849	—	0	7,664
Twelfth	265,687	249,002	199	6,116	2,939	—	0	7,198
Ungraded	113,624	16,303	14,142	1,798	55,583	—	5,572	19,346

— Too few sample cases for a reliable estimate.

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 12.—Average length of school day and average length of school year, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	**182.4**	**6.6**
Private school type		
Catholic	179.9	6.6
Parochial	179.7	6.5
Diocesan	179.8	6.6
Private	180.7	6.7
Other religious	179.6	6.7
Conservative Christian	179.2	6.7
Affiliated	180.3	6.9
Unaffiliated	179.6	6.7
Nonsectarian	191.8	6.5
Regular	187.0	6.8
Special emphasis	193.0	6.4
Special education	200.5	6.0
School level		
Elementary	181.3	6.6
Secondary	184.8	6.8
Combined	183.9	6.6
Program emphasis		
Regular elementary/ secondary	180.1	6.7
Montessori	190.4	6.5
Special program emphasis	183.8	7.0
Special education	199.6	6.1
Vocational/technical	—	—
Early childhood	212.1	6.5
Alternative	189.9	6.4
Size		
Less than 150	184.2	6.6
150 to 299	180.5	6.7
300 to 499	179.6	6.7
500 to 749	179.2	6.8
750 or more	179.3	6.8
Region		
Northeast	183.0	6.5
Midwest	178.6	6.7
South	182.9	6.7
West	185.9	6.6
Community type		
Central city	184.1	6.7
Urban fringe/large town	182.8	6.6
Rural/small town	178.7	6.6

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 13.—Number and percentage distribution of private schools, by school size, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**15,573**	**56.8**	**6,656**	**24.3**	**3,125**	**11.4**	**1,339**	**4.9**	**711**	**2.6**
Private school type										
Catholic	1,586	19.4	3,543	43.3	1,865	22.8	820	10.0	368	4.5
Parochial	900	18.8	2,255	47.2	1,108	23.2	424	8.9	90	1.9
Diocesan	461	18.0	1,091	42.7	590	23.1	260	10.2	153	6.0
Private	225	26.5	196	23.1	166	19.6	136	16.0	125	14.7
Other religious	9,436	71.5	2,319	17.6	893	6.8	327	2.5	220	1.7
Conservative Christian	3,362	67.5	983	19.7	400	8.0	150	3.0	84	1.7
Affiliated	2,049	62.3	733	22.3	309	9.4	109	3.3	88	2.7
Unaffiliated	4,025	81.7	603	12.2	184	3.7	68	1.4	48	1.0
Nonsectarian	4,550	75.5	794	13.2	367	6.1	191	3.2	123	2.0
Regular	1,577	58.3	524	19.4	313	11.6	179	6.6	111	4.1
Special emphasis	1,835	88.6	170	8.2	43	2.1	—	—	—	—
Special education	1,139	91.1	99	7.9	—	—	—	—	0	0.0
School level										
Elementary	9,041	54.4	4,860	29.2	1,994	12.0	615	3.7	113	0.7
Secondary	1,046	42.1	446	17.9	408	16.4	297	11.9	290	11.7
Combined	5,486	66.2	1,349	16.3	722	8.7	427	5.2	308	3.7
Program emphasis										
Regular elementary/ secondary	11,124	49.7	6,232	27.9	3,024	13.5	1298.2	5.8	685	3.1
Montessori	1,067	93.3	71	6.2	—	—	0.0	0.0	0	0.0
Special program emphasis	370	63.3	120	20.4	52	8.9	25.8	4.4	18	3.1
Special education	1,267	91.4	106	7.7	—	—	—	—	0	0.0
Vocational/technical	—	—	—	—	—	—	—	—	—	—
Early childhood	154	96.2	—	—	—	0.0	—	0.0	0	0.0
Alternative	1,577	90.4	119	6.8	28	1.6	—	—	—	—
Region										
Northeast	3,202	50.6	1,792	28.3	818	12.9	324	5.1	189	3.0
Midwest	4,192	56.5	1,882	25.4	858	11.6	326	4.4	166	2.2
South	4,807	59.3	1,744	21.5	834	10.3	472	5.8	254	3.1
West	3,372	60.8	1,238	22.3	614	11.1	216	3.9	102	1.8
Community type										
Central city	5,151	47.2	3,056	28.0	1,535	14.1	721	6.6	439	4.0
Urban fringe/large town	5,408	52.7	2,727	26.6	1,322	12.9	551	5.4	255	2.5
Rural/small town	5,014	80.4	872	14.0	268	4.3	66	1.1	16	0.3

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 14.—Number and percentage distribution of private school teachers (headcount),* by work status, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	417,328	100.0	330,307	79.2	17,405	4.2	34,908	8.3	19,408	4.7	15,299	3.7
Private school type												
Catholic	156,937	100.0	130,529	83.2	5,017	3.2	10,962	7.0	6,274	4.0	4,155	2.7
Parochial	79,110	100.0	64,917	82.1	2,516	3.2	5,999	7.5	3,467	4.4	2,212	2.8
Diocesan	51,060	100.0	43,105	84.4	1,560	3.1	3,335	6.5	1,852	3.6	1,209	2.4
Private	26,766	100.0	22,507	84.1	942	3.5	1,629	6.0	955	3.6	734	2.7
Other religious	162,628	100.0	121,430	74.7	7,856	4.8	16,692	10.2	9,025	5.6	7,626	4.7
Conservative Christian	64,132	100.0	49,489	77.2	2,679	4.2	5,237	8.1	3,545	5.5	3,181	5.0
Affiliated	53,605	100.0	37,819	70.6	2,865	5.4	7,267	13.5	3,151	5.9	2,502	4.7
Unaffiliated	44,892	100.0	34,122	76.0	2,311	5.2	4,188	9.3	2,329	5.2	1,943	4.3
Nonsectarian	97,763	100.0	78,349	80.1	4,532	4.6	7,254	7.4	4,110	4.2	3,518	3.6
Regular	62,742	100.0	50,825	81.0	2,856	4.6	4,709	7.5	2,445	3.9	1,907	3.0
Special emphasis	19,788	100.0	14,002	70.8	1,230	6.2	1,939	9.8	1,328	6.7	1,289	6.5
Special education	15,233	100.0	13,521	88.8	446	2.9	606	3.9	337	2.2	323	2.1
School level												
Elementary	201,355	100.0	156,693	77.8	8,544	4.2	18,590	9.2	9,894	4.9	7,634	3.8
Secondary	66,755	100.0	54,386	81.5	2,527	3.8	4,664	6.9	2,903	4.4	2,275	3.4
Combined	149,218	100.0	119,228	79.9	6,334	4.2	11,654	7.8	6,612	4.4	5,390	3.6
Program emphasis												
Regular elementary/ secondary	364,876	100.0	290,509	79.6	14,659	4.0	30,369	8.3	16,726	4.6	12,613	3.5
Montessori	8,863	100.0	6,222	70.2	578	6.5	831	9.3	571	6.4	661	7.5
Special program emphasis	11,163	100.0	8,140	72.9	638	5.7	1,291	11.5	610	5.5	484	4.3
Special education	16,859	100.0	14,918	88.5	511	3.0	685	4.0	388	2.3	357	2.1
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—	—
Early childhood	741	100.0	405	54.6	81	11.0	130	17.4	37	5.0	89	12.0
Alternative	14,686	100.0	9,985	68.0	932	6.4	1,597	10.8	1,077	7.3	1,095	7.5
Size												
Less than 150	112,413	100.0	80,823	71.9	5,498	4.9	10,909	9.7	7,563	6.7	7,620	6.8
150 to 299	111,497	100.0	85,611	76.8	4,938	4.4	10,365	9.3	6,449	5.8	4,134	3.7
300 to 499	84,961	100.0	69,945	82.3	3,562	4.2	6,859	8.0	2,870	3.4	1,725	2.0
500 to 749	56,423	100.0	48,461	85.9	1,940	3.4	3,661	6.4	1,390	2.5	971	1.7
750 or more	52,034	100.0	45,466	87.4	1,467	2.8	3,115	5.9	1,136	2.2	849	1.6
Region												
Northeast	112,005	100.0	87,063	77.7	4,960	4.4	9,908	8.8	5,808	5.2	4,266	3.8
Midwest	98,535	100.0	77,798	79.0	3,683	3.7	8,618	8.7	4,601	4.7	3,835	3.9
South	132,766	100.0	109,191	82.2	4,960	3.7	9,537	7.1	5,194	3.9	3,883	2.9
West	74,022	100.0	56,255	76.0	3,802	5.1	6,845	9.2	3,805	5.1	3,315	4.5
Community type												
Central city	196,150	100.0	156,880	80.0	7,963	4.1	16,353	8.3	8,548	4.4	6,406	3.3
Urban fringe/large town	165,206	100.0	130,171	78.8	7,210	4.4	13,875	8.4	7,820	4.7	6,131	3.7
Rural/small town	55,972	100.0	43,256	77.3	2,232	4.0	4,681	8.3	3,041	5.4	2,762	4.9

— Too few sample cases for a reliable estimate.

* The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 15.—Number of private schools, students, and teachers (headcount), by membership in private school associations: United States, 1997–98

Association	Number of schools	Students	Teachers
None	6,926	643,393	53,748
Religious			
Accelerated Christian Education	1,259	63,776	6,319
American Association of Christian Schools	1,013	151,262	11,838
Association of Christian Schools International	2,992	549,156	40,911
Christian Schools International	367	87,183	5,840
Council of Islamic Schools in North America	31	3,716	386
Evangelical Lutheran Education Association	191	29,236	1,841
Friends Council on Education	57	16,309	1,905
General Conference of the Seventh-Day Adventist Church	737	49,768	3,588
Jesuit Secondary Education Association	48	42,198	2,816
National Association of Episcopal Schools	268	77,353	8,063
National Catholic Educational Association	7,305	2,299,213	130,921
National Christian School Association	118	32,657	2,423
National Society of Hebrew Day Schools	191	56,499	5,312
Oral Roberts University Educational Fellowship	109	20,427	1,592
Solomon Schechter Day Schools	57	15,285	1,656
Southern Baptist Association of Christian Schools	105	26,628	2,064
Other religious school associations	2,828	557,001	42,231
Special Emphasis			
American Montessori Society	571	43,634	4,759
Other Montessori associations	547	39,840	4,107
Association of Military Colleges and Schools	18	5,266	533
Association of Waldorf Schools of North America	96	12,995	1,418
Bilingual School Association	—	—	—
Council of Bilingual Education	—	—	—
Council for Exceptional Children	400	40,306	6,106
National Association of Private Schools for Exceptional Children	287	26,954	4,223
Other associations for exceptional children	292	28,096	4,479
European Council for International Schools	—	—	—
National Association for the Education of Young Children	1,017	140,885	11,616
National Association of Bilingual Education	—	—	—
National Association of Laboratory Schools	23	5,985	536
Other special emphasis associations	1,031	167,414	15,397
Other School Associations or Organizations			
Alternative School Network	42	3,307	330
Institute for Independent Education	41	6,725	578
National Association of Independent Schools	953	409,692	47,484
National Coalition of Alternative Community Schools	70	4,913	579
National Independent Private School Association	218	45,397	4,009
The Association of Boarding Schools	151	44,277	5,724
Other school associations	3,699	1,001,599	83,799

—Too few sample cases for a reliable estimate.

NOTE: Private schools may belong to more than one association. Caution should be used in comparison with earlier years because of changes in survey methodology.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 16.—Percentage distribution of students, by racial–ethnic background, and percentage minority students in private schools, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/ Alaskan Native	Asian/ Pacific Islander	Minority
Total	**78.2**	**9.0**	**7.8**	**0.5**	**4.5**	**21.8**
Private school type						
Catholic	76.6	8.1	10.6	0.4	4.3	23.4
Parochial	76.4	7.9	11.1	0.3	4.3	23.6
Diocesan	77.9	8.3	9.5	0.4	3.9	22.1
Private	73.9	8.4	11.5	0.6	5.6	26.1
Other religious	81.2	9.4	5.0	0.5	3.9	18.8
Conservative Christian	79.5	9.9	6.3	0.7	3.6	20.5
Affiliated	83.2	8.1	4.0	0.3	4.3	16.8
Unaffiliated	81.6	10.0	4.0	0.6	3.8	18.4
Nonsectarian	76.7	11.0	5.3	0.5	6.5	23.3
Regular	80.1	8.5	4.3	0.4	6.8	19.9
Special emphasis	73.0	12.1	6.2	0.9	7.9	27.1
Special education	61.7	24.8	10.5	0.8	2.1	38.3
School level						
Elementary	76.6	9.5	8.8	0.4	4.6	23.4
Secondary	77.6	7.8	9.1	0.4	5.1	22.4
Combined	81.6	8.7	5.1	0.6	4.1	18.4
Program emphasis						
Regular elementary/ secondary	78.9	8.5	7.8	0.4	4.4	21.2
Montessori	74.1	9.6	6.0	0.7	9.7	25.9
Special program emphasis	75.6	10.5	6.6	0.5	6.8	24.4
Special education	62.6	24.4	10.2	0.8	2.1	37.5
Vocational/technical	—	—	—	—	—	—
Early childhood	73.9	13.5	6.9	1.0	4.7	26.1
Alternative	70.0	14.9	8.1	1.8	5.3	30.0
Size						
Less than 150	75.4	13.7	6.7	0.8	3.4	24.6
150 to 299	74.7	11.6	9.0	0.5	4.2	25.3
300 to 499	80.3	7.0	7.7	0.3	4.6	19.7
500 to 749	81.3	5.6	8.1	0.3	4.8	18.7
750 or more	81.8	5.0	6.7	0.4	6.2	18.2
Region						
Northeast	77.9	11.0	7.4	0.2	3.6	22.1
Midwest	85.6	8.1	3.9	0.4	2.0	14.4
South	80.0	9.8	7.2	0.3	2.6	20.0
West	65.0	6.3	14.9	1.2	12.5	35.0
Community type						
Central city	72.5	12.2	10.0	0.4	5.0	27.6
Urban fringe/large town	81.4	6.9	6.6	0.4	4.7	18.6
Rural/small town	91.4	3.1	2.5	1.3	1.8	8.6

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 17.—Percentage distribution of private schools, by percentage minority students, and average percentage minority students, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Percent minority students					Average percent minority students
	None	1–9%	10–29%	30–49%	50%+	
Total	**15.4**	**35.6**	**22.9**	**8.3**	**17.8**	*** 23.4**
Private school type						
Catholic	5.1	48.0	20.4	7.3	19.2	24.4
Parochial	5.7	49.5	18.2	7.0	19.6	24.3
Diocesan	4.9	49.1	21.3	6.4	18.2	23.4
Private	2.7	36.2	30.4	10.9	19.8	27.9
Other religious	25.8	33.3	19.2	6.8	14.9	19.9
Conservative Christian	13.4	40.4	23.6	7.5	15.1	21.3
Affiliated	22.8	33.6	20.6	8.1	14.9	20.6
Unaffiliated	40.4	25.8	13.9	5.3	14.6	18.1
Nonsectarian	6.3	23.8	34.4	13.0	22.5	29.7
Regular	5.7	29.6	35.9	9.0	19.9	27.5
Special emphasis	8.3	22.1	37.4	13.4	18.8	27.0
Special education	4.3	14.2	26.1	21.1	34.3	39.0
School level						
Elementary	15.3	36.3	21.3	7.7	19.5	24.5
Secondary	11.8	32.4	29.2	10.1	16.6	23.7
Combined	16.5	35.2	24.4	9.0	14.9	21.1
Program emphasis						
Regular elementary/ secondary	16.0	38.8	21.5	7.1	16.6	22.1
Montessori	7.3	19.4	40.5	16.3	16.6	26.8
Special program emphasis	8.5	32.4	30.4	6.0	22.7	28.0
Special education	5.5	14.3	26.1	21.3	32.8	37.9
Vocational/technical	—	—	—	—	—	—
Early childhood	17.3	17.9	30.1	—	29.6	30.1
Alternative	21.7	25.1	24.5	9.0	19.7	24.5
Size						
Less than 150	23.8	26.5	21.8	8.8	19.1	24.0
150 to 299	4.6	45.0	23.2	8.1	19.1	25.1
300 to 499	3.8	51.0	24.5	7.5	13.2	20.1
500 to 749	3.1	51.9	26.9	6.1	12.0	18.7
750 or more	5.1	48.6	29.7	7.7	8.9	17.3
Region						
Northeast	19.6	34.6	20.6	7.6	17.6	22.7
Midwest	23.3	46.2	16.0	4.2	10.3	14.9
South	11.3	36.7	24.8	8.7	18.5	24.7
West	5.8	20.9	32.1	14.0	27.2	33.9
Community type						
Central city	5.8	29.9	25.9	10.3	28.1	33.8
Urban fringe/large town	11.5	38.1	25.9	9.6	14.9	21.4
Rural/small town	38.5	41.4	12.7	2.8	4.7	8.5

— Too few sample cases for a reliable estimate.

* These averages are based on the school level percentages while those in the last column of table 16 are based on the total percentages.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 18.—Number and percentage distribution of private schools, by community type, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,402**	**100.0**	**10,902**	**100.0**	**10,263**	**100.0**	**6,236**	**100.0**
Private school type								
Catholic	8,182	29.9	3,799	34.9	3,148	30.7	1,235	19.8
Parochial	4,778	17.4	2,183	20.0	1,859	18.1	735	11.8
Diocesan	2,556	9.3	1,178	10.8	972	9.5	406	6.5
Private	848	3.1	438	4.0	317	3.1	* 94	* 1.5
Other religious	13,195	48.2	4,422	40.6	4,643	45.2	4,130	66.2
Conservative Christian	4,978	18.2	1,546	14.2	1,987	19.4	1,446	23.2
Affiliated	3,287	12.0	1,392	12.8	1,130	11.0	765	12.3
Unaffiliated	4,929	18.0	1,485	13.6	1,526	14.9	1,919	30.8
Nonsectarian	6,025	22.0	2,681	24.6	2,473	24.1	871	14.0
Regular	2,705	9.9	1,203	11.0	1,032	10.1	470	7.5
Special emphasis	2,070	7.6	* 920	8.4	892	8.7	259	4.2
Special education	1,250	4.6	558	5.1	550	5.4	142	2.3
School level								
Elementary	16,623	60.7	6,886	63.2	6,377	62.1	3,359	53.9
Secondary	2,487	9.1	1,173	10.8	871	8.5	444	7.1
Combined	8,292	30.3	2,844	26.1	3,015	29.4	2,433	39.0
Program emphasis								
Regular elementary/ secondary	22,363	81.6	8,802	80.7	8,173	79.6	5,388	86.4
Montessori	1,144	4.2	496	4.6	554	5.4	94	1.5
Special program emphasis	589	2.2	302	2.8	189	1.8	* 98	* 1.6
Special education	1,387	5.1	621	5.7	605	5.9	161	2.6
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	160	0.6	76	0.7	79	0.8	—	—
Alternative	1,745	6.4	603	5.5	659	6.4	483	7.8
Size								
Less than 150	15,573	56.8	5,151	47.2	5,408	52.7	5,014	80.4
150 to 299	6,656	24.3	3,056	28.0	2,727	26.6	872	14.0
300 to 499	3,125	11.4	1,535	14.1	1,322	12.9	268	4.3
500 to 749	1,339	4.9	721	6.6	551	5.4	66	1.1
750 or more	711	2.6	439	4.0	255	2.5	16	0.3
Region								
Northeast	6,325	23.1	2,237	20.5	2,934	28.6	1,155	18.5
Midwest	7,423	27.1	2,637	24.2	2,303	22.4	2,484	39.8
South	8,111	29.6	3,611	33.1	2,675	26.1	1,824	29.3
West	5,542	20.2	2,417	22.2	2,351	22.9	773	12.4

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 19.—Number and percentage distribution of private school students, by community type, private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,076,119**	**100.0**	**2,472,859**	**100.0**	**2,018,085**	**100.0**	**585,175**	**100.0**
Private school type								
Catholic	2,514,699	49.5	1,309,795	53.0	1,006,623	49.9	198,281	33.9
Parochial	1,345,956	26.5	679,462	27.5	548,119	27.2	118,374	20.2
Diocesan	829,250	16.3	428,209	17.3	333,711	16.5	67,330	11.5
Private	339,494	6.7	202,124	8.2	124,793	6.2	12,577	2.2
Other religious	1,764,447	34.8	789,441	31.9	711,728	35.3	263,278	45.0
Conservative Christian	737,013	14.5	300,606	12.2	332,108	16.5	104,300	17.8
Affiliated	551,517	10.9	277,082	11.2	215,446	10.7	58,989	10.1
Unaffiliated	475,917	9.4	211,753	8.6	164,174	8.1	99,989	17.1
Nonsectarian	796,972	15.7	373,623	15.1	299,734	14.9	123,616	21.1
Regular	553,371	10.9	259,675	10.5	192,839	9.6	100,857	17.2
Special emphasis	158,627	3.1	78,216	3.2	64,344	3.2	16,066	2.8
Special education	84,975	1.7	35,733	1.5	42,550	2.1	6,693	1.1
School level								
Elementary	2,824,844	55.7	1,370,115	55.4	1,178,968	58.4	275,760	47.1
Secondary	798,339	15.7	451,240	18.3	282,794	14.0	64,304	11.0
Combined	1,452,937	28.6	651,504	26.4	556,322	27.6	245,111	41.9
Program emphasis								
Regular elementary/ secondary	4,684,016	92.3	2,290,596	92.6	1,850,330	91.7	543,090	92.8
Montessori	69,911	1.4	31,868	1.3	33,322	1.7	4,721	0.8
Special program emphasis	100,149	2.0	52,433	2.1	37,460	1.9	* 10,256	* 1.8
Special education	93,498	1.8	39,883	1.6	46,387	2.3	7,228	1.2
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	7,898	0.2	3,986	0.2	3,810	0.2	—	—
Alternative	118,790	2.3	53,343	2.2	46,665	2.3	18,783	3.2
Size								
Less than 150	918,907	18.1	330,249	13.4	334,880	16.6	253,778	43.4
150 to 299	1,439,334	28.4	665,431	26.9	595,570	29.5	178,332	30.5
300 to 499	1,197,240	23.6	591,399	23.9	506,066	25.1	99,776	17.1
500 to 749	800,437	15.8	435,327	17.6	326,218	16.2	38,892	6.7
750 or more	720,201	14.2	450,452	18.2	255,351	12.7	14,398	2.5
Region								
Northeast	1,287,045	25.4	581,091	23.5	605,551	30.0	100,403	17.2
Midwest	1,345,553	26.5	620,535	25.1	511,323	25.3	213,694	36.5
South	1,510,340	29.8	798,631	32.3	501,668	24.9	210,041	35.9
West	933,182	18.4	472,602	19.1	399,543	19.8	61,037	10.4

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 20.—Percentage male enrollment and percentage distribution of coeducational, all-girls and all-boys schools, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Percent male enrollment	Percent schools that are coed	Percent all-girls schools	Percent all-boys schools
Total	**52.5**	**95.8**	**1.9**	**2.3**
Private school type				
Catholic	51.4	94.1	3.3	2.6
Parochial	51.5	99.1	0.6	0.4
Diocesan	51.4	96.9	1.4	1.7
Private	51.2	57.6	24.3	18.1
Other religious	52.5	97.2	1.1	1.7
Conservative Christian	51.8	99.5	—	—
Affiliated	53.4	93.7	2.5	3.8
Unaffiliated	52.7	97.2	1.1	1.7
Nonsectarian	56.1	95.1	1.7	3.2
Regular	54.1	95.8	1.9	2.3
Special emphasis	55.9	96.8	1.2	2.1
Special education	69.6	90.7	2.2	7.1
School level				
Elementary	53.0	99.1	0.3	0.6
Secondary	51.6	73.2	13.5	13.3
Combined	52.1	96.0	1.6	2.4
Program emphasis				
Regular elementary/ secondary	52.1	96.1	2.0	1.9
Montessori	58.5	99.6	—	—
Special program emphasis	53.9	93.8	—	4.0
Special education	69.0	90.6	2.2	7.2
Vocational/technical	—	—	—	—
Early childhood	56.2	100.0	0.0	0.0
Alternative	53.4	94.2	1.9	4.0
Size				
Less than 150	55.7	97.0	1.0	2.0
150 to 299	52.7	96.8	1.9	1.3
300 to 499	51.1	94.1	3.6	2.3
500 to 749	49.9	89.2	6.3	4.5
750 or more	53.4	80.1	7.2	12.7
Region				
Northeast	52.5	91.2	3.9	4.9
Midwest	52.5	97.5	1.1	1.4
South	53.0	96.9	1.4	1.7
West	51.8	97.2	1.4	1.4
Community type				
Central city	52.3	94.3	2.8	2.9
Urban fringe/large town	52.6	96.3	1.8	1.9
Rural/small town	53.2	97.5	0.6	1.9

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 21.—Percentage of schools with 12th-graders in 1996–97, number of 1996–97 graduates, 1996–97 graduation rate, and percentage of 1996–97 graduates who applied to college, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Percent of schools with 12th-graders in 1996–97	Number of 1996–97 graduates	1996–97 graduation rate	Percent of 1996–97 graduates who applied to college
Total	**28.2**	**253,585**	**98.1**	**89.9**
Private school type				
Catholic	15.7	135,193	99.0	93.1
Parochial	4.7	18,985	98.9	91.1
Diocesan	20.1	59,780	98.9	91.6
Private	64.1	56,428	99.0	95.4
Other religious	34.1	69,853	97.2	85.0
Conservative Christian	50.7	26,967	96.6	82.1
Affiliated	22.8	25,063	98.2	90.3
Unaffiliated	24.8	17,823	96.6	81.9
Nonsectarian	32.2	48,539	97.1	88.2
Regular	36.5	38,856	99.3	94.1
Special emphasis	20.6	6,669	94.0	70.8
Special education	41.9	3,014	79.9	50.6
School level				
Elementary	(1)	(1)	(1)	(1)
Secondary	88.6	166,579	98.6	91.6
Combined	[2] 65.7	87,006	97.2	86.8
Program emphasis				
Regular elementary/ secondary	27.3	236,232	98.6	91.2
Montessori	2.5	165	97.4	83.2
Special program emphasis	39.4	5,727	97.1	93.8
Special education	40.6	3,259	80.5	51.9
Vocational/technical	—	—	—	—
Early childhood	0.0	0	0.0	0.0
Alternative	44.0	7,720	93.7	66.0
Size				
Less than 150	25.4	23,531	93.1	70.6
150 to 299	21.6	34,262	96.9	86.0
300 to 499	33.7	50,694	98.8	91.1
500 to 749	51.8	55,942	99.0	93.9
750 or more	82.2	89,156	99.1	93.4
Region				
Northeast	27.0	74,223	97.6	89.9
Midwest	21.0	63,348	98.8	89.8
South	36.3	73,058	98.4	90.6
West	27.2	42,956	97.6	89.0
Community type				
Central city	27.2	132,435	98.5	90.8
Urban fringe/large town	27.0	92,657	97.8	90.5
Rural/small town	31.8	28,492	97.4	83.9

— Too few sample cases for a reliable estimate.

[1] Not applicable

[2] Included are less than one percent of the schools that were combined in 1996–97, but were elementary in 1997–98.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 22.—Number of private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1997–98

State	Number of schools	Enrollment	FTE Teachers	High school graduates, 1996–97
United States	**27,402**	**5,076,119**	**376,544**	**253,585**
Alabama	333	72,486	5,547	4,159
Alaska	70	6,253	547	161
Arizona	283	44,991	3,351	2,348
Arkansas	196	26,645	2,092	1,254
California	3,332	609,506	41,144	26,869
Colorado	353	52,563	4,199	2,422
Connecticut	339	69,293	6,399	5,108
Delaware	103	24,193	1,849	1,252
District of Columbia	87	16,671	1,838	1,261
Florida	1,481	273,628	21,064	11,125
Georgia	588	107,065	9,401	5,715
Hawaii	126	33,300	2,658	2,618
Idaho	82	9,635	686	430
Illinois	1,408	298,620	19,137	15,116
Indiana	768	105,358	7,157	4,301
Iowa	277	50,138	3,433	2,613
Kansas	241	40,573	2,837	1,747
Kentucky	370	70,731	4,839	3,546
Louisiana	452	141,633	9,274	7,939
Maine	135	17,187	1,655	1,745
Maryland	655	129,898	10,810	6,348
Massachusetts	657	127,165	11,913	8,960
Michigan	1,096	187,740	11,976	8,886
Minnesota	580	90,400	6,296	3,610
Mississippi	212	54,529	4,018	3,742
Missouri	602	119,534	8,373	6,214
Montana	94	8,341	672	362
Nebraska	236	40,943	2,688	1,960
Nevada	71	12,847	783	439
New Hampshire	148	21,143	2,136	1,920
New Jersey	901	205,126	15,733	11,826
New Mexico	182	19,251	1,653	840
New York	1,924	467,520	35,643	24,618
North Carolina	550	88,127	7,766	3,565
North Dakota	60	7,332	598	430
Ohio	991	251,543	15,553	12,784
Oklahoma	177	27,675	2,516	1,250
Oregon	327	44,290	3,294	2,539
Pennsylvania	1,989	343,191	23,451	17,478
Rhode Island	130	25,597	2,222	1,385
South Carolina	316	56,169	4,538	2,418
South Dakota	91	9,794	762	415
Tennessee	513	84,651	7,007	5,043
Texas	1,329	223,294	18,985	8,729
Utah	83	12,653	1,024	706
Vermont	101	10,823	1,156	1,183
Virginia	591	98,307	9,093	4,998
Washington	496	76,956	5,441	3,190
West Virginia	159	14,640	1,289	713
Wisconsin	1,073	143,577	9,802	5,272
Wyoming	43	2,593	250	31

NOTE: The states' estimates for 1997–98 were computed using a different procedure than that used in previous years. See the "Weighting" section of the Technical Notes for a description of this new procedure.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Technical Notes: Private School Universe Survey, 1997–98

Background

In 1988, NCES introduced a proposal to develop a system to improve on the collection of private school data. This data collection system is currently designed to (1) build a universe of private schools to serve as a sampling frame for NCES sample surveys and (2) generate biennial data on the total number of private schools, teachers, and students. In order to achieve these purposes, two major components were implemented: list building for the universe, including an area frame component, and data collection. Since the 1989–90 school year, the Bureau of the Census has conducted the biennial Private School Survey (PSS) for NCES. The next data collection will take place during the 1999–2000 school year. Data from the PSS are complemented by more in-depth information collected in the private school sample surveys that are part of the Schools and Staffing Survey (SASS).[7] The SASS was conducted in 1987–1988, 1990–1991, and 1993–1994, and is next planned for the 1999–2000 school year.

Definitions

School, alternative. Alternative schools provide nontraditional education and may serve as adjuncts to regular schools. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum.

School, combined. A combined school has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.

School, private. A private school is a school that is not supported primarily by public funds. It must provide instruction for one or more of grades K through 12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are **not** included.

School, secondary. A school is secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.

School, special education. Special education schools provide educational services to students with disabilities.

School, special program emphasis. A science/math school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools which offer a special program emphasis.

School, vocational. Vocational schools primarily serve students who are being trained for occupations.

Teacher. Any full-time or part-time employee whose school reported that his or her assignment was teaching in any of grades K–12.

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[7] U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97-459 (Washington, DC: 1997), *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95-330 (Washington, DC: 1995), and *Detailed Characteristics of Private Schools and Staff: 1987–88*, NCES 92-079 (Washington, DC: 1992).

Typology. Private schools are assigned to one of three major categories and, within each major category, one of three subcategories:

- *Catholic* - (1) parochial, (2) diocesan, and (3) private;
- *Other religious* - (4) affiliated with a conservative Christian school association, (5) affiliated with a national denomination, and (6) unaffiliated;
- *Nonsectarian* - (7) regular program emphasis, (8) special program emphasis, and (9) special education.[5]

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

Private School Frames

Since 1983, NCES has used a dual frame approach for building its private school universe.[6] The dual frame consists of a list frame and an area frame. The list building component was the primary means for improving coverage of private schools. Beginning in 1995, NCES also collected data from schools for which kindergarten is the highest grade. Those 1997–1998 PSS schools meeting the pre-1995 definition of a private school (including any of grades 1 through 12) are referred to as "traditional" schools. Schools with kindergarten, but no grade higher than kindergarten, are referred to as kindergarten-terminal (k-terminal) schools. The list building component was divided into two phases: one for the k-terminal schools (known as the Early Childhood Operation) and one for the traditional schools. To identify schools that may have been overlooked in the list building component, an area frame component was also included. The combination of the universe list and additional schools identified in the area search comprised schools included in the 1997–98 Private School Universe Survey. Unless otherwise stated, all estimates in this report are for traditional schools.

List Frame. The basis for the 1997–98 PSS list frame was the 1995–96 PSS. In order to provide coverage of private schools founded since 1995 and to improve coverage of private schools existing in 1995, NCES collected membership lists from 22 private school associations and religious denominations. The associations were asked to include schools that met the new PSS school definition when they provided lists. The 50 states and the District of Columbia were asked to provide lists of private schools meeting the traditional definition of a school, as well as separate lists of programs which might include a kindergarten. These requests were made with the traditional state sources (the education departments) and also with other departments, such as health or recreation. For the Early Childhood Operation, sources included state child care licensing agencies and child care referral agencies. The workload for the 1997–98 Early Childhood Operation increased over the 1995–96 operation. In 1995, 19 lists were received from state departments of education and 2 lists were received from state departments of social services. Of these 21 lists, Census identified 11 as having early childhood programs that possibly offer kindergarten. Only 8 of the 11 lists provided births. In 1997, 30 lists were received and processed from state daycare licensing agencies.

Schools on private school association membership lists and the state lists were compared to the base list and any school which did not match a school on the base list was added to the NCES private school universe list. Additionally, questionnaires were sent out to approximately 5,800 programs identified in the 1995–96 PSS as

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[5] U.S. Department of Education, National Center for Education Statistics, *Diversity of Private Schools*, Technical Report, NCES 92-082 (Washington, DC: 1991).

[6] U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, DC: 1984).

prekindergarten-only. This procedure was done in order to ascertain if any of these programs included at least a kindergarten in the 1997–98 school year.

Area Frame. Using primary sampling units (PSUs), the 1997–98 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS. By maintaining a 50 percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level. Consequently, the area frame consisted of two sets of sample PSUs:[10] 1) a subsample of the 1995–96 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently from the 1995–96 PSS sample (nonoverlap).

The eight certainty PSUs in the 1995–96 PSS remained in the 1997–98 PSS with certainty. All 58 PSUs that had been in the 1995–96 PSS for the first time and not previously overlapped were selected again for 1997–98 PSS, resulting in a total overlap sample of 66 PSUs.

An additional 60 PSUs were selected independently. The United States was divided into 2,054 PSUs, each consisting of a single county, independent city, or cluster of geographically contiguous areas. Of these 60, six were also in the overlap sample.

The strata were defined differently than in the 1995–96 PSS area frame design. Initially, 16 strata were created as we have done for prior cycles of PSS—region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the PSU sampling.

Sample sizes were determined for each MSA status within each region, proportional to the measure of size. Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for the PSS variances.

A total of 120 distinct PSUs were in the area sample. Within each of the 120 PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools that did not match the universe list were considered part of the area frame.

Changes in Questionnaire Between 1995–96 and 1997–98

The 1997–98 PSS questionnaire content is relatively unchanged from the 1995–96 version. Two new questions were added this year. One asks if the school is coeducational; the other asks if the school has a library or library/media center. Two religious affiliations were added to item 14—African Methodist Episcopal and Brethren. In item 15, nine associations were deleted, while nine new ones were added. In addition, item 15 was reformatted from previous years. In the past, this item was arranged, for the most part, in alphabetical order. For the 1997–98 version, the associations were grouped into the following three categories: 1) religious, 2) special emphasis, and 3) other school associations. This changed was implemented based on research conducted by the Office of Survey Methods Research, Bureau of Labor Statistics and the NCES.

The 1995–96 PSS questionnaire item concerning the year the school was founded was deleted.

[10] The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 1992 projected PSU population.

Data Collection

The data collection phase consisted of two stages: A mailout/mailback stage and a telephone follow-up stage. The Census Bureau mailed PSS questionnaires to a total of 40,102 private schools on January 7, 1998. One week after the initial mailout, a postcard was sent reminding the school staff to complete and return the questionnaire. On February 18, 1998, a second questionnaire was sent to schools not responding to the first. A reminder postcard was sent one week after the second mailout. The return rate for the first mailout was 47 percent while the return rate at the end of the second mailout was 61 percent.[11]

On March 23, 1998, the Census Bureau began telephone interviewing for schools not responding to the mail questionnaire. An additional 1,548 schools from the area frame operation and 3,650 schools from the Early Childhood operation were added to the workload at this time. Interviewing took place at the Census Bureau's three Computer Assisted Telephone Interviewing (CATI) facilities located in Jeffersonville, IN; Hagerstown, MD; and Tucson, AZ. CATI follow-up continued through May 6, 1998. Additional follow-up was conducted in the Census Bureau's 12 Regional Offices for schools that could not be contacted through the CATI facilities. This included 1,485 schools for which we did not have a telephone number listed and 351 schools that CATI was unable to contact. The final return rate was 100 percent.

A total of 11,126 programs that were on the file as traditional schools (i.e., having any of grades one through twelve) were considered out-of-scope (or not eligible for the PSS). Fifty-four percent of the out of scope cases were daycare/prekindergarten only; 26 percent were school closed; and 9 percent were duplicates. The remaining 11 percent were out of scope for the following reasons: the organization was not a school, the school was post-secondary only, or the school was not a private school. After weighting the list and area components (see weighting section) of the PSS, the estimate for the number of traditional private schools in the United States in 1997–98 was 27,402 (table TN1a). A total of 1,137 traditional private schools included in the PSS refused to participate resulting in a response rate of 95 percent. In 1995, 1,089 private schools refused resulting in a response rate of 92 percent.

Table TN1a.—Traditional schools

Source	Unweighted	Weighted
Total	**36,983**	**27,402**
Out-of-scope list frame	10,011	0
Out-of-scope area frame	1,115	0
List frame	25,547	25,472
Area frame	310	1,930

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

[11] The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, non-interviews, and out-of-scopes) by the total number of schools in the Private School Universe.

Table TN1b.—Kindergarten-terminal schools

Source	Unweighted	Weighted
Total	**8,336**	**6,493**
Out-of-scope list frame	2,561	0
Out-of-scope area frame	* 0	0
List frame	5,633	5,693
Area frame	* 142	800

* Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in 1,029 duplicate cases for schools on the traditional and area frame lists. During the list development stage of PSS, some lists artificially divided schools into two or more schools. For example, a school offers grades kindergarten through twelve, but the information obtained during frame development identified the school as two schools, an elementary school and a secondary school. This resulted in two questionnaires being sent to the school. If both questionnaires were filled for the entire school, then one was made a duplicate.

Variations in school names and addresses resulted in additional duplication. For example, a school could be listed as "Saint Peter's" with a post office box mailing address and "Saint Peter Claver" with a street address. Cases such as these often went undetected during the initial unduplication effort. Since the questionnaire is relatively short, respondents often completed the duplicate questionnaire rather than reporting the problem to the Census Bureau.

In an effort to resolve duplicate reporting, the Census Bureau conducted a thorough review of the data after collection. They identified potential duplicates by reviewing all cases of duplicate character strings in the school name, address, and telephone number fields. Cases determined to be true duplicates were made out-of-scope.

Quality Control and Editing

For data collected during the telephone follow-up phase in the Census Bureau's CATI facilities, preliminary quality assurance and editing checks took place at the time of the interview. The data collection instrument was designed to alert interviewers to inconsistencies reported by the respondent. In this event, the interviewer would review the answers with the respondent and make the appropriate corrections to the data. For example, if the religious affiliation differed from the expected affiliation, the interviewer would review the entry with the respondent in an attempt to obtain the correct answer. Data from the CATI facilities were transmitted to Census headquarters for further processing.

Data from the mail returns and the CATI facilities went through several edits at the Census Bureau's headquarters in Washington, D.C. The edits consisted of:

1. Range check to eliminate out-of-range entries;

2. Consistency edit to compare data in different fields for consistency;

3. Blanking edit to verify that skip patterns on the questionnaire had been followed;

4. Interview status recode (ISR),[12] a program used prior to the weighting process to assign the final interview status to the record.

Item Response Rates

Six items had an unweighted response rate less than 90 percent.[13] See appendix C for an itemized list of response rates for traditional schools. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

Imputation

For questionnaire records classified as interviews, values were imputed to items with missing data either in the first stage (internal) or second stage (donor) imputation.

First stage imputation In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

(1) *Other items on the 1997–98 PSS questionnaire*—Based on entries from related items on the questionnaire, assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, transitional first grade) and item 5 indicated that the school did not have students enrolled in any of those grades, then zero was imputed to item 10a.

(2) *Data from the 1995–96 Private School Survey*—Data from the 1995–96 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 12a and it had been reported on the 1995–96 PSS, the data was copied to item 12a.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment. For records where the number of students in item 7 (students by race) did not equal the enrollment in item 6, excluding prekindergarten, the item 7 entries were adjusted to be consistent with item 6, i.e., each entry in item 7 was multiplied by the ratio of the student count in item 7 to the enrollment in item 6, excluding prekindergarten.

Second stage imputation Items still unanswered after the first stage processing were imputed during the second stage imputation. The second stage imputation process used a hot deck imputation methodology by extracting data from the record for a school (donor) similar to the nonrespondent. Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, instructional level) were created and used to sort the records and to match incomplete records to those with complete data. Questionnaire items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, instructional level (LEVEL) was used for matching incomplete records and donors to fill item 16 (length of school year) but was not used for item 7 (students by race). Items 13 and 15 did not go through the donor imputation program. If, after the first stage, the item was still incomplete, the assumption was made for item 13 that the school was not in a private home, and for item 15 that the school did not belong to any associations.

Clerical imputation For a few items, there were cases where entries were clerically imputed. The data record, sample file record, and the questionnaire were reviewed and an entry consistent with the information from

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[12] ISR Codes: 1 = interview; 2 = noninterview; 3 = out of scope.

[13] The item response rates for items 7a, 7b, 7c, 7d, 7e, and 8b were 87.0 percent, 66.0 percent, 64.1 percent, 62.4 percent, 56.3 percent, and 82.6 percent, respectively.

those sources was imputed. This procedure was used when: 1) There was no suitable donor found, 2) the computer method produced an imputed entry that was unacceptable, and 3) the nature of the item required an actual review of the data rather than a computer-generated value. Items 14a and 14c (religious orientation & affiliation) did not go through the donor imputation program. Rather, if values were still missing after the first stage imputation, the records were reviewed and imputed clerically.

Weighting

The survey data from the area frame component were weighted to reflect the sampling rates (probability of selection) in the PSUs. Survey data from both the list and area frame components were adjusted for school nonresponse. A brief description of the components that comprise the PSS weights follows.

There were 24,557 interviews and 1,300 cases which were non-interviews; the unweighted response rate was 95 percent.[14] (See table TN2a for a breakdown of weighted response rates by list and area frame for traditional schools and table TN2b for k-terminal schools.)

Table TN2a.—Traditional schools: Weighted school response rates by frame

	List frame	Area frame	Total frame
Response	24,289	1,777	26,066
(unweighted)	(24,289)	(268)	(24,557)
Nonresponse	1,258	199	1,457
(unweighted)	(1,258)	(42)	(1,300)
Out-of-scope	10,011	5,508	15,519
(unweighted)	(10,011)	(1,115)	(11,126)
Response rate	95.1%	89.9%	94.7%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table TN2b. —Kindergarten-terminal schools: Weighted school response rates, by frame

	List frame	Area frame	Total frame
Response	5,556	797	6,353
(unweighted)	(5,556)	(142)	(5,698)
Nonresponse	77	* 0	77
(unweighted)	(77)	* (0)	(77)
Out-of-scope	2,561	* 0	2,561
(unweighted)	(2,561)	* (0)	(2,561)
Response rate	98.6%	100.0%	98.8%

* Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

[14] The response rate is calculated as follows: Number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

W_i, the PSS weight for all data items for the i^{th} school, is: $W_i = BW_i \times NR_c$

where: BW_i is the inverse of the selection probability for school i ($BW_i = 1$, for list frame schools; BW_i = inverse of the PSU probability of selection for the area frame schools)

NR_c is the weighted ratio of the sum of the in-scope schools to the sum of the in-scope responding schools in cell c, using BW_i as the weight

The cells used in NR_c were school association (20 groups) by school level (five groups), by size (two groups), by urbanicity (three groups) for list frame schools (see table TN3); the cells used in NR_c for area frame schools were certainty/noncertainty PSU by school affiliation (three groups) by school level (four groups) (see table TN4). If the number of schools in cell c was less than 15 or NR_c was greater than 1.5, then cell c was collapsed. List frame cells for traditional schools were collapsed within enrollment category, urbanicity and grade level before association cells were collapsed. List frame cells for k-terminal schools were collapsed separately. Area frame cells for traditional schools were collapsed within grade level before affiliation cells (Catholic, Other religious, Nonsectarian) were collapsed. Area frame cells for k-terminal schools were collapsed within affiliation.

The state estimates presented in table 22 were prepared using a different weighting procedure.[15] The list frame and area frame schools in sample PSUs were grouped by typology. Logistic regression was used to model the relationship between school size and the probability of a school being added. Then, noncoverage adjustment factors were computed based on this model and applied to the list frame schools in nonsample PSUs to account for the missed schools in these areas. Three separate undercoverage adjustments were computed—one for schools and students, one for teachers, and one for graduates. Next, the total count of schools in each state was prepared by summing the weighted count (using the nonresponse adjustment factor described earlier but not the inverse of the PSU probability of selection) of list and area frame schools in the sample PSUs plus the weighted count (using the product of the nonresponse adjustment and noncoverage adjustment) of list frame schools in nonsample PSUs. Finally, an adjustment was made to these state totals to ensure the regional totals from the summation of these state totals agreed with the regional totals based on the weighting procedure described previously (as shown in table 1).

[15] See U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999-351 (Washington, DC: 1999).

Table TN3.—Nonresponse adjustment cells for list frame schools

Association membership	Urbanicity	Grade level and enrollment									
		K-terminal	Elementary		Secondary		Combined		Other	
			≤ 200	> 200	≤ 350	> 350	≤ 150	> 150	≤ 150	> 150
Catholic	Central city									
	Suburb									
	Rural									
Friends	Central city									
	Suburb									
	Rural									
Episcopal	Central city									
	Suburb									
	Rural									
National Society for Hebrew Day Schools	Central city									
	Suburb									
	Rural									
Solomon Schechter Day Schools	Central city									
	Suburb									
	Rural									
Other Jewish	Central city									
	Suburb									
	Rural									
Lutheran Church — Missouri Synod	Central city									
	Suburb									
	Rural									
Evangelical Lutheran Church — Wisconsin Synod	Central city									
	Suburb									
	Rural									
Evangelical Lutheran Church in America	Central city									
	Suburb									
	Rural									
Other Lutheran	Central city									
	Suburb									
	Rural									
Seventh-Day Adventist	Central city									
	Suburb									
	Rural									
Christian Schools International	Central city									
	Suburb									
	Rural									
American Association of Christian Schools	Central city									
	Suburb									
	Rural									
National Association of Private Schools for Exceptional Children	Central city									
	Suburb									
	Rural									
Military Schools	Central city									
	Suburb									
	Rural									
Montessori	Central city									
	Suburb									
	Rural									
National Association of Independent Schools	Central city									
	Suburb									
	Rural									

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Table TN3.—Nonresponse adjustment cells for list frame schools (continued)

Association membership	Urbanicity	Grade level and enrollment									
		K-terminal	Elementary		Secondary		Combined		Other	
			≤ 200	> 200	≤ 350	> 350	≤ 150	> 150	≤ 150	> 150
National Independent Private School Association	Central city									
	Suburb									
	Rural									
All else	Central city									
	Suburb									
	Rural									
Association of Christian Schools International	Central city									
	Suburb									
	Rural									

Table TN4.—Nonresponse adjustment cells for area frame schools

Affiliation	Grade level			
	Elementary	Secondary	Combined	K-terminal
Catholic				
Other religious				
Nonsectarian				

Sampling Error

The standard error indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, in school year 1997–98, the estimate for all traditional private schools is 27,402 and the standard error is 408.9. The 95 percent confidence interval for this statistic extends from 27,402 - (408.9 * 1.96) to 27,402 + (408.9 * 1.96) or from 26,600.6 to 28,203.4. The standard error for the 5,076,119 students in private schools is 15,549; the 95 percent confidence interval for this statistic extends from 5,045,643 to 5,106,595.

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean squared error of the replicate estimates around the full sample provides an estimate of the variance of the statistic.[16] A computer program (WESVAR), developed by Westat, Inc., was used to calculate the estimates of standard errors. For PSS, only the area frame contributes to the standard error. The list frame component of the standard error is always zero (0). Standard errors for statistics in each table are presented in corresponding tables in appendix A.

Stability of Sampling Error Estimates

The known incompleteness of the private school list frame mandates the need for an area frame sample to improve the coverage of the private school universe. However, the area frame sample of PSUs is small (120 out of a total of approximately 2,000 eligible PSUs) leading to potentially unstable estimates of standard errors. This is particularly true when the domain of interest is small. When this occurs, sometimes there is not enough information to compute a standard error, as the tables indicate. Stabilizing the standard error estimate given the

[16] Kirk M. Wolter, *Introduction to Variance Estimation*, chapter 3, (New York: 1985).

level of detail of the PSS estimates would require a much larger PSU sample. The current area frame is designed to produce regional estimates.

Root Mean Squared Error of Model-based Estimates

The state estimates found in table 22 of private schools, enrollment, FTE teachers, and high school graduates were produced using model-based estimation, which is subject to bias. Table 22A lists root mean squared errors rather than standard errors to reflect this bias.[17]

$$RMSE(x) = \sqrt{B^2(x) + Var(x)}$$

where: RMSE(x) = root mean squared error of the estimate
B(x) = bias of the estimate
Var(x) = Variance of the estimate

Nonsampling Error

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. While sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Undercoverage in the list and area frames is another possible source of nonsampling error. To reduce this bias, the area frame was used to complement the list frame through the identification of schools missing from the list frame. Tables TN5, TN6, and TN7 show the contribution of the area frame to counts of students, teachers, and schools meeting the traditional PSS definition. Table TN7a shows the breakdown of list and area frame k-terminal schools.

Because the PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of the PSS. A capture-recapture methodology was used to estimate the number of private schools in the United States and to estimate the coverage of private schools in the 1997–98 PSS. The list frame "captured" 25,472 schools. In the subsequent area frame, 19,563 schools (weighted) were "captured," of which 17,633 were "recaptured" (i.e., already on the list frame). Solution for x in the equation 19,563*(25,472/x) = 17,633 reveals an estimated population (capture-recapture estimate) of 28,260 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (27,402) to the capture-recapture estimate (28,260) and is equal to 97 percent.

The capture-recapture estimate of 28,260 private schools is based on several assumptions, one of which is that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Concerns about this can be alleviated by poststratification. To this end, separate capture-recapture estimates were computed for four different sets of poststratification cells: typology (28,434), grade level (28,538), religious orientation—Catholic, Other religious, Nonsectarian (28,482), and religious orientation within grade level (28,586). Using the highest estimate makes it least likely that the above mentioned assumption would be violated. Thus, the capture-recapture estimate used is given by the religious orientation within grade level cells (28,586). The coverage rate, then, is equal to 96 percent.

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[17] See U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999-351 (Washington, DC: 1999).

Table TN5.—Private school enrollment, by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	**5,076,119**	**4,961,018**	**115,102**	**2.27%**
Catholic	2,514,699	2,502,946	11,753	0.47
Parochial	1,345,956	1,336,889	9,067	0.67
Diocesan	829,250	828,207	1,043	0.13
Private	339,494	337,850	1,644	0.48
Other religious	1,764,447	1,695,018	69,428	3.93
Conservative Christian	737,013	712,001	25,012	3.39
Affiliated	551,517	539,883	11,634	2.11
Unaffiliated	475,917	443,134	32,782	6.89
Nonsectarian	796,972	763,052	33,919	4.26
Regular	553,371	535,137	18,233	3.29
Special emphasis	158,627	147,973	10,653	6.72
Special education	84,975	79,942	5,033	5.92

NOTE: Details may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table TN6.—Number of private school teachers (headcount), by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	**417,328**	**404,720**	**12,608**	**3.02%**
Catholic	156,937	156,364	573	0.37
Parochial	79,111	78,708	403	0.51
Diocesan	51,060	51,004	56	0.11
Private	26,766	26,652	114	0.43
Other religious	162,629	154,373	8,256	5.08
Conservative Christian	64,132	61,367	2,765	4.31
Affiliated	53,605	52,497	1,108	2.07
Unaffiliated	44,892	40,509	4,383	9.76
Nonsectarian	97,763	93,984	3,779	3.87
Regular	62,742	60,694	2,048	3.26
Special emphasis	19,788	18,799	989	5.00
Special education	15,233	14,491	742	4.87

NOTE: Details may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table TN7.—Number of private schools, by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	**27,402**	**25,472**	**1,930**	**7.04%**
Catholic	8,182	8,108	74	0.90
Parochial	4,778	4,747	31	0.65
Diocesan	2,556	2,552	4	0.15
Private	848	809	39	4.57
Other religious	13,195	11,769	1,426	10.80
Conservative Christian	4,978	4,636	342	6.87
Affiliated	3,287	3,175	112	3.42
Unaffiliated	4,929	3,958	971	19.71
Nonsectarian	6,025	5,595	430	7.14
Regular	2,705	2,531	173	6.41
Special emphasis	2,070	1,873	197	9.52
Special education	1,250	1,191	60	4.77

NOTE: Details may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table TN7a.—Kindergarten-terminal schools, students, and teachers (headcount), by school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Schools				
Total	**6,493**	**5,693**	**800**	**12.33%**
Catholic	184	155	29	15.68
Other religious	1,800	1,586	214	11.89
Nonsectarian	4,508	3,951	557	12.36
Students				
Total	**103,061**	**92,090**	**10,971**	**10.65**
Catholic	6,138	5,341	797	12.98
Other religious	31,997	28,306	3,691	11.54
Nonsectarian	64,926	58,443	6,483	9.99
Teachers				
Total	**17,309**	**16,112**	**1,197**	**6.92**
Catholic	868	796	72	8.36
Other religious	5,148	4,802	346	6.72
Nonsectarian	11,293	10,514	779	6.89

NOTE: Details may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Publication Criteria for PSS Estimates

NCES criteria for the publication of an estimate are based on two category types: (1) surveys based on a sample from the frame or (2) surveys based on the entire frame (universe surveys). To publish an estimate for a sample survey, at least 30 cases must be used in developing the estimate; for a universe survey, at least three cases must be used in developing the estimate. PSS has pieces of both categories: (1) an area frame sample of 120 PSUs which collects data on schools not on the list frame and (2) a complete census of schools belonging to the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area frame component of an estimate can have a large sampling error, some indication of a large sampling error is appropriate. Based on these two concerns, the following rule was applied to estimates in the PSS tables:

> In order for an estimate to be included in a PSS table, it must be based on at least 15 schools. If the estimate is based on at least 15 schools and the coefficient of variation (standard error/estimate) is greater than 25 percent, then the estimate is identified as such and the reader is referred to a table of standard errors.

Comparability with Other Estimates

Private School Survey data. Comparisons of the 1997–98 NCES private school estimates with those from previous surveys (see table TN8) show no significant change in the estimates for the number of private schools and the number of private school students. However, the estimates do indicate an increase in the estimate for the number of teachers in the aggregate, as well as within school level. For example, the 95 percent confidence interval on the 1995–96 estimate of 5,032,200 students ranges from 4,992,056 to 5,072,344 and the 95 percent confidence interval of the 1997–98 estimate of 5,076,119 ranges from 5,045,643 to 5,106,595. Similarly the 95 percent confidence interval on the 1995–96 estimate of 361,909 FTE teachers ranges from 358,737 to 365,081 and the confidence interval on the 1997–98 estimate of 376,544 ranges from 373,375 to 379,714.

Current Population Survey data. A comparison of the PSS estimate of K–12 students enrolled in all schools with the most recent household survey estimate from the October Supplement of the Current Population Survey (CPS)[18] shows that the PSS estimate of 5,076,119 is similar to the CPS estimate of the number of private school students in grades kindergarten through 12 in the 1997–98 school year of 4,883,000; the 95 percent confidence interval on the CPS estimate ranges from 4,680,000 to 5,086,000.

National Catholic Educational Association data. Comparisons of the NCES Private School Universe Survey estimate for Catholic schools with the National Catholic Educational Association (NCEA) data[19] for the 1997–98 school year (see table TN9) show a similarity in the school counts, but a difference in the student counts between the two data sources. Beginning in the 1997–98 school year, the NCEA computed FTE teacher counts giving each part-time teacher a weight of 0.333. Therefore, the FTE teacher counts are not strictly comparable between PSS and NCEA. The survey methodologies used by NCES and NCEA are quite different; NCES surveys private schools directly while NCEA surveys archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA 1997–98 school year count of 8,223 schools is within the 95 percent confidence interval of the 1997–98 PSS estimate of Catholic schools (from 8,119 to 8,245). The NCEA K–12 student count of 2,497,894 is lower than the 95 percent confidence interval of the 1997–98 PSS estimate of Catholic students (from 2,504,003 to 2,525,395). Both the NCEA teacher count of 152,260 and the PSS estimate of 144,642 include part-time and full-time teachers in the computation of full-time equivalents (the 95 percent confidence interval of the PSS estimate ranges from 144,230 to 145,054).

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[18] U.S. Department of Commerce, Bureau of the Census, "School Enrollment - Social and Economic Characteristics of Students: October 1997," Current Population Reports, Series P-20, No. 479 (Washington, DC: 1996). Note a slight inconsistency between this estimate and the published data. This estimate includes all students enrolled in grades kindergarten through twelve; the published estimate excludes persons age 35 and over.

[19] National Catholic Educational Association, United States Catholic Elementary and Secondary Schools, 1997–98: Annual Statistical Report on Schools, Enrollment, and Staffing (Washington, DC: 1998).

Table TN8.—Summary table for private school statistics: 1988,[1] 1989, 1991, 1993, 1995, and 1997

	1988	1989	1991	1993	1995	1997
Schools						
Total	26,300	26,712	25,998	26,093	27,686	27,402
Elementary	(2)	16,514	15,716	15,571	16,744	16,623
Secondary	(2)	2,490	2,475	2,506	2,533	2,487
Combined	(2)	7,707	7,807	8,016	8,409	8,292
Students						
Total	4,873,000	4,838,497	4,889,545	4,836,442	5,032,200	5,076,119
Elementary	2,827,800	2,764,118	2,766,059	2,759,771	2,835,247	2,824,844
Secondary	868,300	842,040	818,570	791,235	811,422	798,339
Combined	1,177,400	1,232,339	1,304,917	1,285,437	1,385,531	1,452,937
FTE Teachers						
Total	344,659	331,533	339,267	338,162	361,909	376,544
Elementary	171,115	158,025	160,125	163,641	176,148	180,452
Secondary	63,270	62,971	62,198	58,497	59,880	60,885
Combined	110,273	110,537	116,944	116,025	125,881	135,207

[1] U.S. Department of Education, National Center for Education Statistics, *Early Estimates: Key Statistics for Private Elementary and Secondary Education: School Year 1988–89*, NCES 88-867 (Washington, D.C.: 1988).

[2] Data are not available.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989–90, 1991–92, 1993–94, 1995–96, and 1997–98.

Table TN9.—National statistics for Catholic schools for 1997–98: Comparison of NCEA[1] and PSS data

	NCEA	PSS
Schools		
Total	8,223	8,182
Elementary	7,004	6,800
Secondary	1,219	1,121
Combined	(2)	262
Students		
Total	2,497,894	2,514,699
Elementary	1,879,737	1,833,053
Secondary	618,157	606,447
Combined	(2)	75,199
FTE Teachers		
Total	152,260	144,642
Elementary	105,717	97,692
Secondary	46,542	40,226
Combined	(2)	6,724

[1] National Catholic Educational Association, *United States Catholic Elementary and Secondary Schools, 1997–98: Annual Report on Schools, Enrollment, and Staffing* (Washington, DC: 1998).

[2] Data are not available.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Appendix A. Standard Error Tables

Table 1A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**408.9**		**15,549.0**		**1,617.1**	
Private school type						
Catholic	32.1	0.45	5,457.0	0.15	210.1	0.16
Parochial	11.7	0.26	5,234.8	0.10	195.0	0.09
Diocesan	2.8	0.14	760.9	0.05	39.3	0.06
Private	29.8	0.11	1,340.3	0.03	67.8	0.03
Other religious	409.2	0.81	12,616.2	0.19	1,509.1	0.28
Conservative Christian	88.0	0.40	6,979.2	0.13	688.7	0.18
Affiliated	52.6	0.12	3,638.5	0.07	373.3	0.10
Unaffiliated	365.4	1.08	9,556.9	0.17	1,265.9	0.30
Nonsectarian	86.2	0.44	8,653.3	0.15	891.0	0.22
Regular	57.1	0.24	7,001.1	0.13	767.1	0.20
Special emphasis	55.2	0.23	3,616.9	0.07	209.7	0.06
Special education	18.5	0.09	3,578.3	0.07	420.8	0.11
School level						
Elementary	344.2	0.55	9,985.9	0.15	707.2	0.17
Secondary	62.2	0.24	1,089.2	0.05	146.7	0.07
Combined	144.4	0.46	11,068.6	0.16	1,269.1	0.21
Program emphasis						
Regular elementary/ secondary	400.7	0.36	12,974.9	0.11	1,424.8	0.15
Montessori	30.0	0.13	900.8	0.02	98.0	0.03
Special program emphasis	38.6	0.14	3,505.5	0.07	316.2	0.08
Special education	19.2	0.10	3,584.5	0.07	428.1	0.11
Vocational/technical	—	—	—	—	—	—
Early childhood	[1] 0.0	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Alternative	82.6	0.30	4,244.9	0.08	339.1	0.09
Size						
Less than 150	405.5	0.65	11,121.7	0.18	1,424.5	0.29
150 to 299	57.8	0.39	10,163.8	0.16	767.3	0.18
300 to 499	3.4	0.17	1,432.7	0.08	43.3	0.09
500 to 749	3.9	0.07	2,434.5	0.07	370.1	0.11
750 or more	5.5	0.04	5,572.6	0.11	342.4	0.11
Region						
Northeast	57.6	0.38	6,967.4	0.12	515.2	0.15
Midwest	389.2	1.04	10,445.4	0.17	1,137.0	0.24
South	106.6	0.51	9,070.9	0.15	963.7	0.21
West	32.6	0.32	4,382.9	0.10	323.6	0.10
Community type						
Central city	87.7	0.65	7,887.9	0.14	598.3	0.21
Urban fringe/large town	107.2	0.63	7,338.2	0.13	892.1	0.21
Rural/small town	395.3	1.12	10,738.4	0.19	1,245.1	0.29

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 2A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**408.9**		**15,549.0**		**1,617.1**	
Religious orientation						
Roman Catholic	32.1	0.45	5,457.0	0.15	210.1	0.16
African Methodist Episcopal	—	—	—	—	—	—
Amish	297.5	1.04	6,840.2	0.13	491.1	0.13
Assembly of God	7.9	0.04	1,258.2	0.02	70.8	0.02
Baptist	84.5	0.26	6,659.8	0.12	796.7	0.20
Brethren	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])
Calvinist	[1] 0.0	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Christian (unspecified)	80.5	0.30	4,157.4	0.08	657.9	0.16
Church of Christ	[1] 0.0	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Church of God	44.5	0.16	1,721.3	0.03	189.5	0.05
Disciples of Christ	—	—	—	—	—	—
Episcopal	11.1	0.04	354.4	0.01	84.4	0.02
Friends	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])
Greek Orthodox	0.7	([2])	180.9	([2])	1.5	([2])
Islamic	[1] 0.0	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Jewish	2.5	0.04	796.9	0.02	14.1	0.02
Latter Day Saints	—	—	—	—	—	—
Lutheran Church—Missouri Synod	2.8	0.06	537.4	0.01	25.5	0.01
Evangelical Lutheran Church in America	1.8	0.01	58.4	([2])	10.7	([2])
Wisconsin Evangelical Lutheran Synod	[1] 0.0	0.02	[1] 0.0	([2])	[1] 0.0	([2])
Other Lutheran	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])
Mennonite	47.4	0.16	706.0	0.01	108.7	0.03
Methodist	4.6	0.02	459.3	0.01	48.8	0.01
Pentecostal	30.5	0.11	857.8	0.02	85.1	0.02
Presbyterian	[1] 0.0	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Seventh-Day Adventist	35.2	0.14	1,485.7	0.03	135.4	0.04
Other	32.7	0.12	1,855.0	0.04	177.6	0.05
Nonsectarian	86.2	0.44	8,653.3	0.15	891.0	0.22

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 3A.—Standard errors for number and percentage distribution of private schools, by school level, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**408.9**		**344.2**		**62.2**		**144.4**	
Private school type								
Catholic	32.1	0.45	31.1	0.85	[1] 0.0	1.13	8.0	0.11
Parochial	11.7	0.25	11.7	0.56	[1] 0.0	0.21	[1] 0.0	0.01
Diocesan	2.8	0.14	2.8	0.25	[1] 0.0	0.48	[1] 0.0	0.01
Private	29.8	0.11	28.7	0.17	[1] 0.0	0.44	8.0	0.10
Other religious	409.2	0.81	337.7	1.20	56.5	1.66	136.3	0.76
Conservative Christian	88.0	0.40	23.0	0.25	2.5	0.16	79.2	0.92
Affiliated	52.6	0.12	41.5	0.08	11.1	0.49	30.2	0.37
Unaffiliated	365.4	1.08	298.7	1.44	55.2	1.99	115.3	1.15
Nonsectarian	86.2	0.44	52.9	0.45	25.2	0.95	61.9	0.74
Regular	57.1	0.24	26.2	0.23	[1] 0.0	0.27	50.6	0.61
Special emphasis	55.2	0.23	41.1	0.28	25.2	0.94	27.0	0.30
Special education	18.5	0.09	[1] 0.0	0.02	[1] 0.0	0.17	18.5	0.26
Program emphasis								
Regular elementary/ secondary	400.7	0.36	339.6	0.36	56.5	0.93	102.0	0.64
Montessori	30.0	0.13	28.2	0.20	—	—	10.3	0.13
Special program emphasis	38.6	0.14	7.0	0.06	[1] 0.0	0.07	38.0	0.45
Special education	19.2	0.10	[1] 0.0	0.03	[1] 0.0	0.18	19.2	0.28
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	[1] 0.0	0.01	[1] 0.0	0.02	0.0	0.0	—	—
Alternative	82.6	0.30	45.3	0.27	25.2	0.94	60.6	0.61
Size								
Less than 150	405.5	0.65	343.2	0.94	62.2	1.45	133.8	0.69
150 to 299	57.8	0.39	15.1	0.60	[1] 0.0	0.45	53.6	0.60
300 to 499	3.4	0.17	3.3	0.25	[1] 0.0	0.41	3.4	0.16
500 to 749	3.9	0.07	[1] 0.0	0.08	[1] 0.0	0.30	3.9	0.10
750 or more	5.5	0.04	4.2	0.03	[1] 0.0	0.29	3.6	0.08
Region								
Northeast	57.6	0.38	23.4	0.49	24.7	1.00	47.2	0.56
Midwest	389.2	1.04	337.4	1.39	11.1	0.69	64.8	0.69
South	106.6	0.51	57.4	0.56	55.3	1.74	112.4	0.91
West	32.6	0.32	26.8	0.44	8.4	0.58	32.7	0.43
Community type								
Central city	87.7	0.65	47.2	0.86	11.8	1.19	57.4	0.69
Urban fringe/large town	107.2	0.63	56.2	0.82	25.4	1.03	94.0	0.85
Rural/small town	395.3	1.12	337.3	1.63	55.2	1.83	89.6	0.86

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1998–98.

Table 4A.—Standard errors for number and percentage distribution of private school students, by school level, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**15,549.0**		**9,985.9**		**1,089.2**		**11,068.6**	
Private school type								
Catholic	5,457.0	0.15	5,452.1	0.20	[1] 0.0	0.10	232.0	0.04
Parochial	5,234.8	0.10	5,234.8	0.17	[1] 0.0	0.01	[1] 0.0	0.01
Diocesan	760.9	0.05	760.9	0.06	[1] 0.0	0.05	[1] 0.0	0.01
Private	1,340.3	0.03	1,320.1	0.05	[1] 0.0	0.04	232.0	0.03
Other religious	12,616.2	0.19	7,454.7	0.20	768.2	0.08	8,736.6	0.44
Conservative Christian	6,979.2	0.13	1,714.9	0.06	359.2	0.04	6,619.8	0.38
Affiliated	3,638.5	0.07	1,718.6	0.04	354.4	0.04	3,187.4	0.24
Unaffiliated	9,556.9	0.17	6,008.0	0.19	436.1	0.05	5,383.1	0.34
Nonsectarian	8,653.3	0.15	3,212.4	0.11	507.1	0.05	8,116.0	0.45
Regular	7,001.1	0.13	2,801.1	0.09	[1] 0.0	0.01	6,442.6	0.43
Special emphasis	3,616.9	0.07	1,089.9	0.04	507.1	0.06	3,449.3	0.22
Special education	3,578.3	0.07	[1] 0.0	([2])	[1] 0.0	([2])	3,578.3	0.24
Program emphasis								
Regular elementary/ secondary	12,974.9	0.11	9,667.4	0.06	768.2	0.06	7,466.4	0.37
Montessori	900.8	0.02	745.1	0.03	—	—	506.4	0.04
Special program emphasis	3,505.5	0.07	229.9	0.01	[1] 0.0	([2])	3,497.9	0.23
Special education	3,584.5	0.07	[1] 0.0	([2])	[1] 0.0	([2])	3,584.5	0.24
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	[1] 0.0	([2])	[1] 0.0	([2])	0.0	0.00	—	—
Alternative	4,244.9	0.08	1,849.7	0.06	507.1	0.06	3,800.3	0.24
Size								
Less than 150	11,121.7	0.18	7,701.5	0.22	1,089.2	0.13	6,608.2	0.38
150 to 299	10,163.8	0.16	3,225.7	0.14	[1] 0.0	0.02	8,829.8	0.50
300 to 499	1,432.7	0.08	1,159.4	0.10	[1] 0.0	0.03	1,241.4	0.16
500 to 749	2,434.5	0.07	[1] 0.0	0.04	[1] 0.0	0.03	2,434.5	0.22
750 or more	5,572.6	0.11	4,840.0	0.17	[1] 0.0	0.05	2,761.8	0.25
Region								
Northeast	6,967.4	0.12	5,268.1	0.16	370.4	0.05	3,624.6	0.24
Midwest	10,445.4	0.17	8,039.7	0.21	354.4	0.05	3,001.1	0.21
South	9,070.9	0.15	2,554.4	0.10	422.0	0.05	9,382.9	0.38
West	4,382.9	0.10	1,572.0	0.08	863.4	0.09	3,528.9	0.24
Community type								
Central city	7,887.9	0.14	5,928.8	0.17	393.0	0.08	4,428.2	0.28
Urban fringe/large town	7,338.2	0.13	2,761.8	0.15	757.7	0.06	7,138.0	0.32
Rural/small town	10,738.4	0.19	7,392.4	0.24	436.1	0.05	5,543.6	0.34

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 5A.—Standard errors for number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**408.9**		**344.2**		**62.2**		**144.4**	
Religious orientation								
Roman Catholic	32.1	0.45	31.1	0.85	[1] 0.0	1.13	8.0	0.11
African Methodist Episcopal	—	—	—	—	—	—	—	—
Amish	297.5	1.04	297.5	1.68	—	—	[1] 0.0	0.01
Assembly of God	7.9	0.04	7.9	0.05	—	—	[1] 0.0	0.05
Baptist	84.5	0.26	3.5	0.07	[1] 0.0	0.03	84.4	0.88
Brethren	[1] 0.0	([2])	[1] 0.0	([2])	—	—	[1] 0.0	0.01
Calvinist	[1] 0.0	0.01	[1] 0.0	0.01	[1] 0.0	0.02	[1] 0.0	0.01
Christian (unspecified)	80.5	0.30	20.7	0.19	55.2	2.03	54.4	0.54
Church of Christ	[1] 0.0	0.01	[1] 0.0	0.01	—	—	[1] 0.0	0.02
Church of God	44.5	0.16	19.8	0.12	—	—	39.8	0.47
Disciples of Christ	—	—	—	—	—	—	—	—
Episccpal	11.1	0.04	[1] 0.0	0.03	11.1	0.44	[1] 0.0	0.02
Friends	[1] 0.0	([2])	[1] 0.0	([2])	—	—	[1] 0.0	0.01
Greek Orthodox	0.7	([2])	2.8	0.02	—	—	2.1	0.03
Islamic	[1] 0.0	0.01	[1] 0.0	0.01	—	—	[1] 0.0	0.01
Jewish	2.5	0.04	1.8	0.05	[1] 0.0	0.16	1.7	0.04
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church—Missouri Synod	2.8	0.06	2.8	0.12	[1] 0.0	0.06	[1] 0.0	0.01
Evangelical Lutheran Church in America	1.8	0.01	1.8	0.02	—	—	—	—
Wisconsin Evangelical Lutheran Synod	[1] 0.0	0.02	[1] 0.0	0.04	[1] 0.0	0.02	—	—
Other Lutheran	[1] 0.0	([2])	[1] 0.0	0.01	—	—	—	—
Mennonite	47.4	0.16	42.0	0.23	—	—	22.1	0.26
Methodist	4.6	0.02	2.9	0.02	—	—	3.6	0.05
Pentecostal	30.5	0.11	[1] 0.0	0.01	—	—	30.5	0.36
Presbyterian	[1] 0.0	0.01	[1] 0.0	0.01	—	—	[1] 0.0	0.01
Seventh-Day Adventist	35.2	0.14	17.5	0.13	2.5	0.11	30.4	0.36
Other	32.7	0.12	3.3	0.04	[1] 0.0	0.02	32.2	0.37
Nonsectarian	86.2	0.44	52.9	0.45	25.2	0.95	61.9	0.74

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 6A.—Standard errors for number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**15,549.0**		**9,985.9**		**1,089.2**		**11,068.6**	
Religious orientation								
Roman Catholic	5,457.0	0.15	5,452.1	0.20	[1] 0.0	0.10	232.0	0.04
African Methodist Episcopal	—	—	—	—	—	—	—	—
Amish	6,840.2	0.13	6,840.2	0.24	—	—	[1] 0.0	[2]
Assembly of God	1,258.2	0.02	1,258.2	0.04	—	—	[1] 0.0	0.02
Baptist	6,659.8	0.12	675.8	0.02	[1] 0.0	[2]	6,625.5	0.39
Brethren	[1] 0.0	[2]	[1] 0.0	[2]	—	—	[1] 0.0	[2]
Calvinist	[1] 0.0	[2]	[1] 0.0	[2]	0.0	0.00	[1] 0.0	0.01
Christian (unspecified)	4,157.4	0.08	1,075.5	0.04	527.5	0.06	3,811.4	0.26
Church of Christ	[1] 0.0	[2]	[1] 0.0	[2]	—	—	[1] 0.0	0.02
Church of God	1,721.3	0.03	1,148.8	0.04	—	—	1,281.8	0.09
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	354.4	0.01	[1] 0.0	0.01	354.4	0.04	[1] 0.0	0.02
Friends	[1] 0.0	[2]	[1] 0.0	[2]	—	—	[1] 0.0	0.01
Greek Orthodox	180.9	[2]	242.6	0.01	—	—	—	—
Islamic	0.0	0.00	[1] 0.0	[2]	—	—	[1] 0.0	[2]
Jewish	796.9	0.02	109.5	0.01	[1] 0.0	[2]	789.4	0.07
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church—Missouri Synod	537.4	0.01	537.4	0.02	[1] 0.0	[2]	[1] 0.0	[2]
Evangelical Lutheran Church in America	58.4	[2]	58.4	[2]	—	—	—	—
Wisconsin Evangelical Lutheran Synod	[1] 0.0	[2]	[1] 0.0	[2]	[1] 0.0	[2]	—	—
Other Lutheran	[1] 0.0	[2]	[1] 0.0	[2]	—	—	—	—
Mennonite	706.0	0.01	583.4	0.02	—	—	397.6	0.03
Methodist	459.3	0.01	140.6	[2]	—	—	437.2	0.03
Pentecostal	857.8	0.02	[1] 0.0	[2]	—	—	857.8	0.06
Presbyterian	[1] 0.0	[2]	[1] 0.0	[2]	—	—	[1] 0.0	0.01
Seventh-Day Adventist	1,485.7	0.03	280.3	0.01	202.4	0.02	1,445.0	0.10
Other	1,855.0	0.04	221.9	0.01	[1] 0.0	[2]	1,679.8	0.11
Nonsectarian	8,653.3	0.15	3,212.4	0.11	507.1	0.05	8,116.0	0.45

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 7A.—Standard errors for percentage distribution of private schools, by program emphasis, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Early childhood	Alternative
Total	**0.36**	**0.13**	**0.14**	**0.10**	—	**0.01**	**0.30**
Private school type							
Catholic	0.03	*	*	*	—	—	0.03
Parochial	*	—	—	—	—	—	—
Diocesan	0.11	—	*	*	—	—	—
Private	0.36	0.07	0.07	0.13	—	—	0.07
Other religious	0.59	0.06	0.29	0.02	—	0.01	0.49
Conservative Christian	0.73	0.07	0.62	—	—	—	0.52
Affiliated	0.16	—	0.12	0.05	—	—	0.07
Unaffiliated	1.32	0.11	0.31	0.06	—	0.04	1.20
Nonsectarian	0.68	0.43	0.12	0.35	—	0.03	0.71
Regular	0.09	0.00	0.00	0.00	—	0.09	0.00
Special emphasis	0.00	1.38	0.44	0.00	—	0.00	1.56
Special education	0.00	0.00	0.00	0.00	—	0.00	0.00
School level							
Elementary	0.36	0.20	0.06	0.03	—	0.02	0.27
Secondary	0.93	—	0.07	0.18	—	0.00	0.94
Combined	0.64	0.13	0.45	0.28	—	—	0.61
Size							
Less than 150	0.81	0.27	0.22	0.23	—	0.03	0.54
150 to 299	0.42	0.01	0.28	0.15	—	—	0.33
300 to 499	0.05	—	*	—	—	0.00	0.05
500 to 749	0.01	0.00	0.01	—	—	0.00	—
750 or more	0.03	0.00	0.02	0.00	—	0.00	—
Region							
Northeast	0.74	0.07	0.01	0.20	—	0.01	0.78
Midwest	0.66	0.20	0.13	0.22	—	0.02	0.50
South	0.53	0.38	0.40	0.05	—	*	0.61
West	0.51	0.04	0.32	0.04	—	*	0.45
Community type							
Central city	0.35	0.24	0.22	0.11	—	0.01	0.24
Urban fringe/large town	0.48	0.10	0.04	0.11	—	0.01	0.54
Rural/small town	1.13	0.10	0.47	0.17	—	—	0.82

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 8A.—Standard errors for percentage distribution of private school students, by program emphasis, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Early childhood	Alternative
Total	**0.11**	**0.02**	**0.07**	**0.07**	**—**	*	**0.08**
Private school type							
Catholic	0.03	*	*	*	—	—	0.03
Parochial	*	—	—	—	—	—	—
Diocesan	0.09	—	*	*	—	—	—
Private	0.02	*	0.01	*	—	—	*
Other religious	0.23	0.01	0.19	0.01	—	*	0.13
Conservative Christian	0.40	0.01	0.41	—	—	—	0.06
Affiliated	0.17	—	0.14	0.02	—	—	0.14
Unaffiliated	0.48	0.04	0.25	0.01	—	0.01	0.43
Nonsectarian	0.51	0.13	0.06	0.42	—	0.01	0.42
Regular	0.01	0.00	0.00	0.00	—	0.01	0.00
Special emphasis	0.00	0.95	0.60	0.00	—	0.00	1.50
Special education	0.00	0.00	0.00	0.00	—	0.00	0.00
School level							
Elementary	0.06	0.03	0.01	*	—	*	0.06
Secondary	0.06	—	*	*	—	0.00	0.06
Combined	0.37	0.04	0.23	0.24	—	—	0.24
Size							
Less than 150	0.35	0.13	0.18	0.11	—	0.01	0.26
150 to 299	0.35	0.01	0.21	0.21	—	—	0.23
300 to 499	0.06	—	*	—	—	0.00	0.06
500 to 749	0.01	0.00	0.01	—	—	0.00	—
750 or more	0.03	0.00	0.02	0.00	—	0.00	—
Region							
Northeast	0.26	0.04	0.01	0.26	—	*	0.10
Midwest	0.09	0.04	0.04	0.02	—	*	0.11
South	0.23	0.04	0.12	0.01	—	*	0.23
West	0.30	0.01	0.31	0.02	—	*	0.11
Community type							
Central city	0.14	0.03	0.06	0.02	—	*	0.14
Urban fringe/large town	0.19	0.02	0.04	0.15	—	*	0.10
Rural/small town	0.55	0.01	0.51	0.02	—	—	0.23

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 9A.—Standard errors for the percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 1997–98

Religious and nonsectarian category	Percent of schools	Percent of students
Total	**0.36**	**0.11**
Religious orientation		
Roman Catholic	0.03	0.03
African Methodist Episcopal	—	—
Amish	4.36	5.18
Assembly of God	0.13	0.05
Baptist	1.24	0.92
Brethren	0.00	0.00
Calvinist	0.00	0.00
Christian (unspecified)	0.94	0.33
Church of Christ	0.00	0.00
Church of God	14.68	6.20
Disciples of Christ	—	—
Episcopal	0.28	0.02
Friends	0.00	0.00
Greek Orthodox	7.13	1.80
Islamic	0.00	0.00
Jewish	0.21	0.41
Latter Day Saints	—	—
Lutheran Church—Missouri Synod	*	*
Evangelical Lutheran Church in America	0.17	0.01
Wisconsin Evangelical Lutheran Synod	0.00	0.00
Other Lutheran	0.00	0.00
Mennonite	0.72	0.11
Methodist	2.43	2.36
Pentecostal	4.87	1.77
Presbyterian	0.00	0.00
Seventh-Day Adventist	0.36	1.33
Other	1.81	0.64
Nonsectarian	0.68	0.51

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 10A.—Standard errors for number and percentage distribution of private school students, by grade level and private school typology: United States, 1997–98

Private school type	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,883.1**		**1,910.6**		**1,652.9**		**1,252.1**		**1,378.2**	
Catholic	830.9	0.18	968.9	0.20	541.5	0.19	613.2	0.10	518.2	0.18
Parochial	504.8	0.13	708.9	0.16	541.5	0.14	612.7	0.10	518.0	0.14
Diocesan	[1] 0.0	0.05	[1] 0.0	0.06	[1] 0.0	0.05	[1] 0.0	0.00	[1] 0.0	0.05
Private	660.0	0.13	660.5	0.14	[1] 0.0	0.01	24.0	0.00	16.0	0.01
Other religious	888.9	0.20	1,386.9	0.23	1,558.5	0.23	1,118.9	0.10	1,328.3	0.22
Conservative Christian	885.4	0.18	802.1	0.17	610.2	0.14	592.2	0.10	634.9	0.15
Affiliated	224.1	0.06	336.0	0.06	448.2	0.08	280.0	0.00	351.9	0.08
Unaffiliated	536.3	0.10	1,018.7	0.19	1,179.9	0.23	932.9	0.20	1,039.5	0.23
Nonsectarian	1,652.3	0.28	1,174.6	0.23	605.3	0.13	567.3	0.10	402.7	11.30
Regular	1,525.1	0.27	1,136.3	0.22	550.3	0.12	537.7	0.10	371.8	8.49
Special emphasis	398.0	0.08	204.4	0.04	205.1	0.05	119.5	0.00	116.0	2.46
Special education	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	0.36

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,418.2**		**1,438.2**		**1,402.4**		**1,194.1**		**780.4**	
Catholic	720.2	0.19	590.7	0.20	628.1	0.19	615.0	0.18	24.0	0.13
Parochial	696.3	0.17	552.3	0.15	596.6	0.16	589.3	0.15	[1] 0.0	0.02
Diocesan	183.9	0.07	209.3	0.07	192.3	0.07	175.4	0.07	[1] 0.0	0.06
Private	8.0	0.01	8.0	0.01	40.0	0.01	16.0	0.01	24.0	0.05
Other religious	1,254.9	0.23	1,243.0	0.22	1,360.1	0.25	1,076.1	0.22	855.5	0.20
Conservative Christian	609.2	0.15	519.6	0.13	626.6	0.16	613.3	0.16	664.1	0.18
Affiliated	318.4	0.07	374.8	0.09	524.1	0.12	367.8	0.10	334.0	0.10
Unaffiliated	954.3	0.22	988.3	0.23	933.9	0.22	806.7	0.20	365.4	0.10
Nonsectarian	531.1	0.14	629.7	0.15	425.7	0.13	566.9	0.16	447.5	0.14
Regular	511.2	0.13	611.5	0.15	362.4	0.11	500.4	0.14	314.3	0.10
Special emphasis	96.7	0.03	65.6	0.02	103.8	0.03	164.0	0.05	195.6	0.06
Special education	26.3	0.01	15.0	([2])	7.5	([2])	26.3	0.01	7.5	0.01

Private school type	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**693.8**		**552.7**		**624.5**		**5,356.5**	
Catholic	24.0	0.12	32.0	0.10	16.0	0.10	[1] 0.0	0.44
Parochial	[1] 0.0	0.02	[1] 0.0	0.01	[1] 0.0	0.00	[1] 0.0	0.16
Diocesan	[1] 0.0	0.05	[1] 0.0	0.05	[1] 0.0	0.00	[1] 0.0	0.08
Private	24.0	0.05	32.0	0.04	16.0	0.00	[1] 0.0	0.19
Other religious	697.7	0.19	484.9	0.13	431.6	0.10	1,449.6	1.30
Conservative Christian	552.2	0.17	355.7	0.11	261.9	0.00	203.0	0.33
Affiliated	238.7	0.08	161.3	0.06	157.0	0.00	46.2	0.17
Unaffiliated	368.0	0.11	286.9	0.09	283.1	0.10	1,434.6	1.22
Nonsectarian	614.5	0.19	333.0	0.10	508.2	0.10	5,155.3	1.50
Regular	579.0	0.18	310.3	0.10	494.8	0.10	[1] 0.0	0.28
Special emphasis	123.6	0.04	78.1	0.03	81.7	0.00	3,422.3	2.36
Special education	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])	3,577.3	2.18

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 11A.—Standard errors for number of private school students, by program emphasis and grade level: United States, 1997–98

Grade level	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational technical programs	Early childhood	Alternative
Total	**15,549.0**	**12,974.9**	**900.8**	**3,505.5**	**3,584.5**	—	**0.0**	**4,244.9**
Kindergarten	1,883.1	1,788.9	356.8	385.7	2.9	—	0.0	186.7
First	1,910.6	1,899.4	157.7	358.9	7.2	—	0.0	242.3
Second	1,652.9	1,619.5	71.3	331.3	13.0	—	0.0	270.6
Third	1,252.1	1,225.6	85.1	309.8	7.2	—	0.0	198.2
Fourth	1,378.2	1,355.9	66.3	319.9	2.9	—	0.0	207.0
Fifth	1,418.2	1,348.4	46.7	425.9	27.2	—	0.0	305.0
Sixth	1,438.2	1,405.1	46.7	284.0	15.1	—	0.0	293.3
Seventh	1,402.4	1,362.6	19.8	354.7	8.0	—	0.0	264.0
Eighth	1,194.1	1,155.2	19.8	303.9	26.4	—	0.0	285.4
Ninth	780.4	670.5	19.8	271.5	10.4	—	0.0	209.4
Tenth	693.8	608.9	19.8	113.9	8.7	—	0.0	220.5
Eleventh	552.7	500.7	13.2	102.6	0.0	—	0.0	108.3
Twelfth	624.5	603.9	13.2	118.0	0.0	—	0.0	137.0
Ungraded	5,356.5	41.3	289.9	203.0	3,579.5	—	0.0	3,699.2

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 12A.—Standard errors for average length of school day and average length of school year, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	**0.3**	**0.0**
Private school type		
Catholic	*	*
Parochial	0.0	*
Diocesan	*	*
Private	0.0	0.0
Other religious	0.5	0.0
Conservative Christian	0.2	0.0
Affiliated	0.3	0.0
Unaffiliated	1.3	0.0
Nonsectarian	0.3	0.0
Regular	0.2	0.0
Special emphasis	0.9	0.1
Special education	0.2	0.0
School level		
Elementary	0.4	0.0
Secondary	0.2	0.0
Combined	0.3	0.0
Program emphasis		
Regular elementary/ secondary	0.3	0.0
Montessori	0.5	0.0
Special program emphasis	0.9	0.1
Special education	0.2	0.0
Vocational/technical	—	—
Early childhood	0.0	0.0
Alternative	1.4	0.1
Size		
Less than 150	0.6	0.0
150 to 299	0.3	0.0
300 to 499	*	*
500 to 749	0.0	*
750 or more	0.0	*
Region		
Northeast	0.1	0.0
Midwest	0.9	0.0
South	0.3	0.0
West	0.1	0.0
Community type		
Central city	0.2	0.0
Urban fringe/large town	0.1	0.0
Rural/small town	1.0	0.0

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 13A.—Standard errors for number and percentage distribution of private schools, by school size, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**405.5**	**0.65**	**57.8**	**0.39**	**3.4**	**0.17**	**3.9**	**0.07**	**710.6**	**2.59**
Private school type										
Catholic	31.0	0.31	8.5	0.18	*	0.09	*	0.04	368.1	4.50
Parochial	8.7	0.16	8.0	0.14	*	0.06	*	0.02	90.3	1.89
Diocesan	*	0.02	2.8	0.06	*	0.03	*	0.01	152.8	5.98
Private	29.8	2.59	*	0.81	*	0.69	*	0.56	125.1	14.74
Other religious	408.8	0.91	34.4	0.59	4.5	0.21	*	0.08	220.0	1.67
Conservative Christian	81.6	0.70	33.1	0.62	1.7	0.15	*	0.05	84.0	1.69
Affiliated	52.4	0.61	4.5	0.37	1.7	0.16	*	0.05	88.1	2.68
Unaffiliated	365.1	1.37	8.2	0.92	3.0	0.28	*	0.10	47.3	0.97
Nonsectarian	76.5	0.43	26.2	0.40	2.8	0.09	3.9	0.07	122.5	2.03
Regular	54.9	0.84	8.2	0.43	2.8	0.26	3.9	0.20	110.8	4.10
Special emphasis	50.3	1.00	22.6	1.02	*	0.06	—	—	—	—
Special education	13.0	0.74	10.4	0.75	—	—	—	—	0.0	0.00
School level										
Elementary	343.2	0.94	15.1	0.60	3.3	0.25	*	0.08	112.8	0.68
Secondary	62.2	1.45	*	0.45	*	0.41	*	0.30	290.0	11.66
Combined	133.8	0.69	53.6	0.60	3.4	0.16	3.9	0.10	307.7	3.71
Program emphasis										
Regular elementary/ secondary	399.9	0.90	32.9	0.51	1.7	0.24	3.9	0.11	685.0	3.06
Montessori	30.0	0.18	*	0.16	—	—	0.0	0.00	0.0	0.00
Special program emphasis	33.8	2.90	18.8	2.78	*	0.60	*	0.30	18.1	3.08
Special education	13.9	0.67	10.4	0.68	—	—	—	—	0.0	0.00
Vocational/technical	—	—	—	—	—	—	—	—	—	—
Early childhood	0.0	0.00	—	—	0.0	0.00	0.0	0.00	0.0	0.00
Alternative	79.5	1.27	22.8	1.26	1.7	0.12	—	—	—	—
Region										
Northeast	53.1	0.43	18.5	0.31	*	0.12	*	0.05	188.8	2.99
Midwest	388.0	2.28	13.8	1.33	2.8	0.61	*	0.23	165.5	2.23
South	101.5	0.66	49.2	0.58	*	0.13	3.9	0.09	254.1	3.13
West	20.9	0.25	20.2	0.28	4.5	0.10	*	0.02	102.1	1.84
Community type										
Central city	78.7	0.38	26.4	0.25	2.8	0.11	*	0.05	439.4	4.03
Urban fringe/large town	105.3	0.52	30.1	0.36	4.5	0.14	3.9	0.07	255.4	2.49
Rural/small town	394.9	1.28	18.4	0.93	*	0.28	*	0.07	15.8	0.25

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 14A.—Standard errors for number and percentage distribution of private school teachers (headcount), by work status, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total number	Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,739.8**	**1,415.1**	**0.09**	**230.4**	**0.04**	**169.0**	**0.04**	**192.9**	**0.04**	**185.4**	**0.04**
Private school type											
Catholic	213.3	207.2	0.02	8.0	0.01	11.7	0.01	8.3	0.01	13.0	0.01
Parochial	196.9	194.8	0.05	[1] 0.0	0.01	[1] 0.0	0.02	8.3	0.01	13.0	0.02
Diocesan	42.4	33.9	([2])	[1] 0.0	([2])	8.5	0.01	[1] 0.0	([2])	[1] 0.0	([2])
Private	70.0	62.2	0.05	8.0	0.03	8.0	0.02	[1] 0.0	0.01	[1] 0.0	0.01
Other religious	1,664.0	1,284.8	0.20	228.4	0.11	141.9	0.09	200.0	0.11	183.3	0.11
Conservative Christian	778.0	609.9	0.31	122.2	0.17	58.4	0.11	166.0	0.22	35.4	0.07
Affiliated	418.4	320.7	0.10	29.2	0.02	36.5	0.06	38.6	0.05	19.3	0.02
Unaffiliated	1,377.0	1,055.9	0.52	190.6	0.29	106.4	0.22	100.6	0.20	178.7	0.38
Nonsectarian	916.0	864.0	0.17	28.2	0.04	63.4	0.06	68.6	0.08	25.9	0.03
Regular	786.8	753.9	0.24	24.9	0.06	37.9	0.09	49.3	0.08	23.8	0.05
Special emphasis	224.9	197.2	0.30	5.7	0.07	34.6	0.16	43.4	0.21	4.7	0.07
Special education	438.6	389.8	0.04	22.7	0.07	16.1	0.01	4.9	0.05	8.1	0.01
School level											
Elementary	742.8	661.7	0.06	20.4	3.27	76.0	0.02	51.4	0.03	21.4	0.02
Secondary	186.2	110.0	0.07	8.6	3.45	34.9	0.04	59.8	0.08	[1] 0.0	0.01
Combined	1,384.1	1,108.8	0.24	230.3	3.17	119.7	0.08	190.8	0.12	184.2	0.12
Program emphasis											
Regular elementary/ secondary	1,494.0	1,259.3	0.08	209.8	0.05	97.4	0.03	189.6	0.05	58.2	0.02
Montessori	105.4	81.3	0.15	14.5	0.12	17.4	0.14	3.6	0.06	[1] 0.0	0.09
Special program emphasis	352.9	259.2	0.32	31.4	0.24	64.8	0.28	21.6	0.08	[1] 0.0	0.14
Special education	445.8	397.5	0.06	22.7	0.07	16.2	0.02	4.9	0.05	8.1	0.01
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—
Early childhood	0.0	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Alternative	428.6	287.6	1.25	41.3	0.27	93.6	0.43	41.9	0.28	176.3	1.11
Size											
Less than 150	1,550.2	1,211.1	0.29	228.0	0.16	145.2	0.13	180.0	0.15	185.0	0.17
150 to 299	791.8	734.3	0.14	22.9	0.03	66.6	0.07	68.9	0.06	[1] 0.0	0.03
300 to 499	62.4	34.6	0.02	[1] 0.0	([2])	[1] 0.0	0.01	22.0	0.02	6.8	0.01
500 to 749	370.1	370.1	0.09	[1] 0.0	0.02	[1] 0.0	0.04	[1] 0.0	0.02	[1] 0.0	0.01
750 or more	384.4	295.8	0.13	28.9	0.04	28.9	0.03	28.9	0.04	18.1	0.02
Region											
Northeast	548.3	478.9	0.09	16.2	0.02	72.3	0.05	98.1	0.09	30.5	0.02
Midwest	1,238.2	966.8	0.30	188.8	0.16	95.1	0.09	139.9	0.13	176.6	0.17
South	1,008.0	867.5	0.16	130.4	0.08	90.1	0.07	100.7	0.07	47.1	0.04
West	354.7	276.0	0.04	13.5	0.02	62.8	0.05	37.3	0.05	4.8	0.02
Community type											
Central city	771.9	500.5	0.13	42.5	0.02	112.5	0.03	92.1	0.04	177.7	0.08
Urban fringe/large town	942.6	783.9	0.10	131.2	0.06	63.9	0.05	95.5	0.05	34.7	0.03
Rural/small town	1,299.6	1,089.3	0.41	188.6	0.27	87.3	0.17	162.7	0.28	39.8	0.15

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98

Table 15A.—Standard errors for number of private schools, students, and teachers (headcount), by membership in private school associations: United States, 1997–98

Association	Number of schools	Students	Teachers
None	363.6	10,850.8	1,403.5
Religious			
Accelerated Christian Education	32.9	1,179.0	102.6
American Association of Christian Schools	53.1	3,607.1	384.6
Association of Christian Schools International	51.1	5,527.8	533.3
Christian Schools International	6.4	1,410.6	106.6
Council of Islamic Schools in North America	0.0	0.0	0.0
Evangelical Lutheran Education Association	3.4	540.6	27.6
Friends Council on Education	0.0	0.0	0.0
General Conference of the Seventh-Day Adventist Church	30.4	1,445.0	128.0
Jesuit Secondary Education Association	0.0	0.0	0.0
National Association of Episcopal Schools	11.1	354.4	84.4
National Catholic Educational Association	9.5	5,288.8	198.3
National Christian School Association	3.4	675.6	42.9
National Society of Hebrew Day Schools	0.0	0.0	0.0
Oral Roberts University Educational Fellowship	0.0	0.0	0.0
Solomon Schechter Day Schools	0.0	0.0	0.0
Southern Baptist Association of Christian Schools	3.6	2,761.8	291.5
Other religious school associations	65.1	3,544.3	366.4
Special Emphasis			
American Montessori Society	3.6	464.0	67.1
Other Montessori associations	4.8	468.0	69.2
Association of Military Colleges and Schools	0.0	0.0	0.0
Association of Waldorf Schools of North America	4.1	113.4	19.8
Bilingual School Association	—	—	—
Council of Bilingual Education	—	—	—
Council for Exceptional Children	0.0	0.0	0.0
National Association of Private Schools for Exceptional Children	0.0	0.0	0.0
Other associations for exceptional children	0.0	0.0	0.0
European Council for International Schools	—	—	—
National Association for the Education of Young Children	26.1	895.1	93.8
National Association of Bilingual Education	—	—	—
National Association of Laboratory Schools	0.0	0.0	0.0
Other special emphasis associations	27.9	4,809.1	500.1
Other School Associations or Organizations			
Alternative School Network	0.0	0.0	0.0
Institute for Independent Education	0.0	0.0	0.0
National Association of Independent Schools	0.0	0.0	0.0
National Coalition of Alternative Community Schools	0.0	0.0	0.0
National Independent Private School Association	3.6	878.4	90.4
The Association of Boarding Schools	0.0	0.0	0.0
Other school associations	55.7	4,495.4	334.3

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 16A.—Standard errors for percentage distribution of students, by racial–ethnic background, and percentage minority students in private schools, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/ Alaskan Native	Asian/Pacific Islander	Minority
Total	**0.08**	**0.06**	**0.03**	**0.02**	**0.01**	**0.08**
Private school type						
Catholic	0.05	0.03	0.02	*	0.01	0.05
Parochial	0.08	0.03	0.03	*	0.01	0.08
Diocesan	0.07	0.08	0.01	*	*	0.07
Private	0.09	0.03	0.04	*	0.01	0.09
Other religious	0.16	0.11	0.05	0.05	0.02	0.16
Conservative Christian	0.23	0.15	0.05	0.11	0.02	0.23
Affiliated	0.07	0.07	0.03	*	0.02	0.07
Unaffiliated	0.41	0.30	0.11	0.01	0.07	0.41
Nonsectarian	0.25	0.21	0.07	0.01	0.06	0.25
Regular	0.27	0.23	0.07	0.01	0.07	0.27
Special emphasis	0.50	0.35	0.08	0.02	0.14	0.50
Special education	1.03	0.99	0.15	0.04	0.08	1.03
School level						
Elementary	0.10	0.07	0.03	0.03	0.02	0.10
Secondary	0.02	0.02	0.01	*	*	0.02
Combined	0.15	0.12	0.05	*	0.02	0.15
Program emphasis						
Regular elementary/ secondary	0.07	0.04	0.03	0.02	0.01	0.07
Montessori	0.16	0.15	0.06	0.02	0.06	0.16
Special program emphasis	1.26	1.29	0.23	0.02	0.21	1.26
Special education	0.96	0.92	0.15	0.03	0.07	0.96
Vocational/technical	—	—	—	—	—	—
Early childhood	0.00	0.00	0.00	0.00	0.00	0.00
Alternative	1.00	0.77	0.22	0.06	0.17	1.00
Size						
Less than 150	0.34	0.23	0.11	0.01	0.04	0.34
150 to 299	0.16	0.11	0.05	0.06	0.02	0.16
300 to 499	0.08	0.08	0.01	*	0.01	0.08
500 to 749	0.02	*	0.02	*	0.01	0.02
750 or more	0.11	0.03	0.04	*	0.04	0.11
Region						
Northeast	0.09	0.07	0.03	*	0.02	0.09
Midwest	0.17	0.15	0.03	*	0.02	0.17
South	0.15	0.12	0.06	*	0.01	0.15
West	0.16	0.03	0.06	0.09	0.06	0.16
Community type						
Central city	0.08	0.07	0.03	*	0.01	0.08
Urban fringe/large town	0.11	0.08	0.03	0.04	0.02	0.11
Rural/small town	0.24	0.18	0.05	0.02	0.03	0.24

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 17A.—Standard errors for percentage distribution of private schools, by percentage minority students and average percentage minority students, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Percent minority students					Average percent minority students
	None	1–9%	10–29%	30–49%	50%+	
Total	**1.23**	**0.59**	**0.36**	**0.17**	**0.33**	**0.37**
Private school type						
Catholic	0.08	0.20	0.10	0.03	0.09	0.08
Parochial	0.13	0.12	0.11	0.02	0.07	0.06
Diocesan	0.01	0.05	0.02	0.01	0.09	0.08
Private	0.10	2.25	1.07	0.38	0.70	0.82
Other religious	2.24	1.07	0.62	0.23	0.59	0.66
Conservative Christian	0.65	0.87	0.46	0.17	0.78	0.54
Affiliated	1.20	0.55	0.42	0.20	0.26	0.32
Unaffiliated	4.31	2.01	1.12	0.40	1.17	1.37
Nonsectarian	0.40	0.73	0.55	0.43	0.47	0.35
Regular	0.23	1.34	0.70	0.27	0.59	0.59
Special emphasis	1.04	1.00	1.20	1.13	1.05	0.58
Special education	0.71	0.56	0.75	0.47	0.57	0.44
School level						
Elementary	1.73	0.75	0.45	0.22	0.45	0.52
Secondary	1.96	0.80	1.02	0.25	0.44	0.55
Combined	0.85	0.87	0.47	0.20	0.38	0.36
Program emphasis						
Regular elementary/ secondary	1.49	0.73	0.40	0.13	0.33	0.41
Montessori	0.19	0.50	0.97	1.96	0.44	0.26
Special program emphasis	0.58	2.86	2.06	0.40	3.43	2.61
Special education	0.63	0.49	0.68	0.40	0.53	0.40
Vocational/technical	—	—	—	—	—	—
Early childhood	0.00	0.00	0.00	—	0.00	0.00
Alternative	2.00	2.55	1.59	0.43	1.54	1.05
Size						
Less than 150	1.96	0.82	0.61	0.31	0.59	0.66
150 to 299	0.04	0.44	0.22	0.10	0.22	0.19
300 to 499	0.11	*	0.03	0.01	0.09	0.09
500 to 749	0.01	0.15	0.21	0.02	0.03	0.01
750 or more	0.04	0.40	0.23	0.06	0.07	0.10
Region						
Northeast	0.43	0.54	0.37	0.12	0.16	0.14
Midwest	4.01	2.43	0.90	0.24	0.55	0.79
South	0.98	0.86	0.39	0.40	0.68	0.57
West	0.06	0.41	0.17	0.12	0.24	0.16
Community type						
Central city	0.11	0.21	0.20	0.25	0.19	0.15
Urban fringe/large town	0.53	0.37	0.34	0.11	0.32	0.23
Rural/small town	3.94	2.78	0.85	0.18	0.72	0.69

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 18A.—Standard errors for number and percentage distribution of private schools, by community type, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**408.9**		**87.7**		**107.2**		**395.3**	
Private school type								
Catholic	32.1	0.45	10.6	0.28	10.8	0.32	28.7	1.32
Parochial	11.7	0.26	10.6	0.17	6.7	0.20	*	0.76
Diocesan	2.8	0.14	*	0.09	2.8	0.10	*	0.42
Private	29.8	0.11	*	0.03	8.0	0.08	28.7	0.47
Other religious	409.2	0.81	60.9	0.34	97.2	0.57	396.3	2.30
Conservative Christian	88.0	0.40	13.4	0.13	41.8	0.41	76.2	1.82
Affiliated	52.6	0.12	11.5	0.09	5.0	0.13	51.1	0.49
Unaffiliated	365.4	1.08	47.3	0.35	93.5	0.79	349.9	3.74
Nonsectarian	86.2	0.44	48.4	0.33	47.9	0.43	49.1	1.17
Regular	57.1	0.24	23.7	0.19	24.8	0.24	44.6	0.85
Special emphasis	55.2	0.23	37.5	0.32	35.3	0.32	20.5	0.43
Special education	18.5	0.09	12.5	0.10	11.0	0.11	*	0.15
School level								
Elementary	344.2	0.55	47.2	0.39	56.2	0.64	337.3	2.26
Secondary	62.2	0.24	11.8	0.09	25.4	0.24	55.2	0.94
Combined	144.4	0.46	57.4	0.36	94.0	0.69	89.6	1.86
Program emphasis								
Regular elementary/ secondary	400.7	0.36	58.5	0.35	66.4	0.48	392.3	1.13
Montessori	30.0	0.13	27.3	0.24	8.3	0.10	*	0.10
Special program emphasis	38.6	0.14	24.7	0.22	3.6	0.04	29.5	0.47
Special education	19.2	0.10	13.4	0.11	11.0	0.11	*	0.17
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	*	0.01	*	0.01	*	0.01	—	—
Alternative	82.6	0.30	28.5	0.24	61.5	0.54	42.7	0.82
Size								
Less than 150	405.5	0.65	78.7	0.38	105.3	0.52	394.9	1.28
150 to 299	57.8	0.39	26.4	0.25	30.1	0.36	18.4	0.93
300 to 499	3.4	0.17	2.8	0.11	4.5	0.14	*	0.28
500 to 749	3.9	0.07	*	0.05	3.9	0.07	*	0.07
750 or more	5.5	0.04	4.2	0.05	3.6	0.04	*	0.02
Region								
Northeast	57.6	0.38	13.0	0.19	34.1	0.37	32.5	1.26
Midwest	389.2	1.04	41.7	0.28	37.5	0.37	384.4	3.77
South	106.6	0.51	58.9	0.41	91.6	0.67	83.2	2.05
West	32.6	0.32	26.5	0.19	29.1	0.33	23.7	0.86

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 19A.—Standard errors for number and percentage distribution of private school students, by community type, private school typology, and selected characteristics: United States, 1997–98

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**15,549.0**		**7,887.9**		**7,338.2**		**10,738.4**	
Private school type								
Catholic	5,457.0	0.15	5,216.3	0.16	994.0	0.19	1,320.1	0.64
Parochial	5,234.8	0.10	5,216.3	0.16	596.1	0.10	[1] 0.0	0.37
Diocesan	760.9	0.05	[1] 0.0	0.06	760.9	0.08	[1] 0.0	0.21
Private	1,340.3	0.03	[1] 0.0	0.03	232.0	0.02	1,320.1	0.22
Other religious	12,616.2	0.19	3,259.2	0.11	7,202.8	0.27	10,435.4	1.17
Conservative Christian	6,979.2	0.13	661.9	0.04	5,147.5	0.22	4,652.6	0.82
Affiliated	3,638.5	0.07	653.0	0.04	3,076.4	0.15	1,876.5	0.22
Unaffiliated	9,556.9	0.17	2,801.0	0.10	4,183.9	0.19	8,005.5	1.11
Nonsectarian	8,653.3	0.15	4,099.1	0.14	4,862.8	0.23	5,799.7	0.95
Regular	7,001.1	0.13	2,004.8	0.08	3,398.7	0.17	5,750.0	0.93
Special emphasis	3,616.9	0.07	3,518.3	0.14	566.2	0.03	757.8	0.14
Special education	3,578.3	0.07	565.9	0.02	3,076.3	0.15	[1] 0.0	0.02
School level								
Elementary	9,985.9	0.15	5,928.8	0.14	2,761.8	0.23	7,392.4	0.66
Secondary	1,089.2	0.05	393.0	0.06	757.7	0.06	436.1	0.21
Combined	11,068.6	0.16	4,428.2	0.14	7,138.0	0.26	5,543.6	0.61
Program emphasis								
Regular elementary/ secondary	12,974.9	0.11	6,531.5	0.14	6,117.4	0.19	10,235.4	0.55
Montessori	900.8	0.02	706.8	0.03	349.0	0.02	[1] 0.0	0.01
Special program emphasis	3,505.5	0.07	1,478.9	0.06	878.4	0.04	3,054.5	0.51
Special education	3,584.5	0.07	603.6	0.02	3,076.3	0.15	[1] 0.0	0.02
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	[1] 0.0	([2])	[1] 0.0	([2])	[1] 0.0	([2])	—	—
Alternative	4,244.9	0.08	3,439.8	0.14	2,009.7	0.10	1,345.1	0.23
Size								
Less than 150	11,121.7	0.18	3,302.8	0.12	4,734.9	0.20	10,316.6	1.02
150 to 299	10,163.8	0.16	4,379.6	0.14	5,625.7	0.21	2,980.2	0.64
300 to 499	1,432.7	0.08	964.6	0.08	1,723.5	0.12	[1] 0.0	0.31
500 to 749	2,434.5	0.07	[1] 0.0	0.06	2,434.5	0.14	[1] 0.0	0.12
750 or more	5,572.6	0.11	4,840.0	0.16	2,761.8	0.14	[1] 0.0	0.05
Region								
Northeast	6,967.4	0.12	5,345.1	0.17	3,503.4	0.15	990.5	0.34
Midwest	10,445.4	0.17	2,504.6	0.10	2,576.3	0.15	9,398.4	1.07
South	9,070.9	0.15	4,776.2	0.15	6,017.4	0.23	4,042.2	0.75
West	4,382.9	0.10	1,067.3	0.06	3,070.3	0.16	3,108.6	0.51

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.05.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 20A.—Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls and all-boys schools, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Percent male enrollment	Percent schools that are coed	Percent all-girls schools	Percent all-boys schools
Total	**0.02**	**0.07**	**0.03**	**0.04**
Private school type				
Catholic	*	0.02	0.01	0.01
Parochial	0.01	*	*	*
Diocesan	0.01	*	*	*
Private	*	1.49	0.86	0.64
Other religious	0.04	0.09	0.04	0.05
Conservative Christian	0.07	0.01	—	—
Affiliated	0.04	0.10	0.04	0.06
Unaffiliated	0.11	0.21	0.08	0.12
Nonsectarian	0.09	0.10	0.07	0.07
Regular	0.07	0.09	0.04	0.05
Special emphasis	0.15	0.19	0.19	0.06
Special education	0.18	0.30	0.03	0.30
School level				
Elementary	0.02	0.02	0.01	0.01
Secondary	0.02	0.68	0.37	0.33
Combined	0.07	0.08	0.03	0.06
Program emphasis				
Regular elementary/ secondary	0.02	0.07	0.04	0.03
Montessori	0.12	0.01	—	—
Special program emphasis	0.19	0.42	—	0.27
Special education	0.20	0.28	0.03	0.27
Vocational/technical	—	—	—	—
Early childhood	0.00	0.00	0.00	0.00
Alternative	0.30	0.34	0.24	0.19
Size				
Less than 150	0.10	0.09	0.04	0.06
150 to 299	0.06	0.03	0.02	0.01
300 to 499	0.02	0.01	*	*
500 to 749	0.01	0.03	0.02	0.01
750 or more	0.01	0.15	0.06	0.10
Region				
Northeast	0.05	0.08	0.04	0.04
Midwest	0.04	0.14	0.06	0.09
South	0.04	0.06	0.05	0.02
West	0.03	0.02	0.01	0.01
Community type				
Central city	0.01	0.06	0.04	0.02
Urban fringe/large town	0.04	0.05	0.02	0.04
Rural/small town	0.10	0.16	0.04	0.12

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 21A.—Standard errors for percentage of schools with 12th-graders in 1996–97, number of 1996–97 graduates, 1996–97 graduation rate, and percentage of 1996–97 graduates who applied to college, by private school typology and selected characteristics: United States, 1997–98

Characteristics	Percent of schools with 12th-graders in 1996–97	Number of 1996–97 graduates	1996–97 graduation rate	Percent of 1996–97 graduates who applied to college
Total	**0.49**	**437.7**	**0.03**	**0.04**
Private school type				
Catholic	0.10	8.0	(1)	(1)
Parochial	0.01	0.0	0.00	0.00
Diocesan	0.02	0.0	0.00	0.00
Private	2.20	8.0	(1)	(1)
Other religious	1.10	310.7	0.08	0.08
Conservative Christian	0.72	261.3	0.17	0.14
Affiliated	0.38	99.6	0.02	0.01
Unaffiliated	2.01	172.8	0.14	0.19
Nonsectarian	0.68	358.6	0.09	0.16
Regular	1.16	346.7	0.01	0.20
Special emphasis	1.08	66.5	0.59	0.33
Special education	0.46	32.2	0.17	0.53
School level				
Elementary	(2)	(2)	(2)	(2)
Secondary	2.01	162.0	0.02	0.02
Combined	1.03	369.0	0.07	0.10
Program emphasis				
Regular elementary/ secondary	0.55	442.1	0.01	0.04
Montessori	0.07	0.0	0.00	0.00
Special program emphasis	2.94	83.0	0.77	0.15
Special education	0.44	32.2	0.16	0.48
Vocational/technical	—	—	—	—
Early childhood	0.00	0.0	(1)	(1)
Alternative	2.32	109.6	0.51	0.44
Size				
Less than 150	0.80	329.5	0.24	0.27
150 to 299	0.27	199.7	0.02	0.05
300 to 499	0.09	70.9	(1)	0.05
500 to 749	0.14	264.9	(1)	0.03
750 or more	0.64	0.0	0.00	0.00
Region				
Northeast	0.70	95.4	0.02	0.06
Midwest	1.11	70.6	0.02	0.05
South	0.78	344.6	0.07	0.11
West	0.34	201.4	0.09	0.12
Community type				
Central city	0.21	79.1	0.01	0.01
Urban fringe/large town	0.42	307.7	0.05	0.07
Rural/small town	2.20	247.0	0.18	0.24

— Too few sample cases for a reliable estimate.

[1] Standard error is less than 0.005.

[2] Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 22A.—Root mean squared errors for private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1997–98

State	Number of schools	Enrollment	FTE Teachers	High school graduates, 1996–97
United States	**1,119.3**	**46,264.0**	**4,994.2**	**1,588.5**
Alabama	6.8	682.1	61.6	32.6
Alaska	8.5	220.0	39.7	1.3
Arizona	13.3	651.8	87.7	12.8
Arkansas	4.8	290.0	28.8	16.1
California	89.4	3,729.9	479.8	73.2
Colorado	23.3	1,108.8	132.1	13.0
Connecticut	6.5	493.9	70.8	27.4
Delaware	5.7	910.7	118.1	66.1
District of Columbia	1.5	154.9	16.6	7.4
Florida	33.7	2,358.9	236.2	83.2
Georgia	14.4	1,477.2	145.8	30.1
Hawaii	5.4	349.6	38.9	6.3
Idaho	5.4	203.3	22.8	2.7
Illinois	50.9	1,101.3	150.8	32.9
Indiana	87.8	1,835.7	178.8	29.4
Iowa	21.3	519.9	61.0	38.7
Kansas	14.8	362.9	45.3	15.3
Kentucky	7.6	412.7	38.0	27.1
Louisiana	5.0	695.5	47.4	75.3
Maine	8.5	291.8	50.1	11.6
Maryland	12.2	937.1	90.8	27.3
Massachusetts	20.6	1,163.4	192.2	64.2
Michigan	73.3	1,538.1	154.7	42.0
Minnesota	45.2	918.4	102.6	19.4
Mississippi	3.6	456.7	37.1	29.2
Missouri	25.7	963.5	97.3	33.4
Montana	9.5	219.7	30.8	4.5
Nebraska	16.1	320.1	31.3	16.0
Nevada	6.5	240.8	29.9	2.8
New Hampshire	6.7	296.5	49.1	11.3
New Jersey	19.0	1,535.2	186.1	104.7
New Mexico	17.1	533.8	72.2	5.3
New York	40.7	1,820.9	230.8	86.3
North Carolina	14.1	1,260.2	115.3	29.9
North Dakota	3.2	71.7	11.3	6.6
Ohio	31.0	1,528.3	135.1	80.2
Oklahoma	5.9	345.1	45.9	8.5
Oregon	19.9	1,364.3	111.3	83.9
Pennsylvania	132.5	4,400.9	309.1	110.7
Rhode Island	3.4	194.5	36.6	9.8
South Carolina	6.8	699.8	65.9	23.8
South Dakota	7.6	142.7	20.1	6.7
Tennessee	12.2	745.5	74.1	30.6
Texas	22.5	1,703.4	166.3	41.2
Utah	5.0	200.5	22.8	4.4
Vermont	5.2	196.4	27.6	9.4
Virginia	12.7	1,070.5	109.7	41.2
Washington	32.6	1,461.6	156.3	13.9
West Virginia	5.3	225.4	25.7	11.4
Wisconsin	84.4	1,748.4	188.8	26.8
Wyoming	4.1	110.2	17.2	0.5

NOTE: The states' estimates for 1997–98 were computed using a different procedure than that used in previous years. See the "Weighting" section of the Technical Notes for a description of this new procedure.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Appendix B. Values and Standard Errors for Kindergarten-terminal Schools

Table 1B.—Number and percentage distribution of kindergarten-terminal[1] private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**6,493**	**100.0**	**103,061**	**100.0**	**14,816**	**100.0**
Private school type						
Catholic	184	2.8	6,138	6.0	765	5.2
Parochial	60	0.9	2,373	2.3	314	2.1
Diocesan	35	0.6	1,608	1.6	232	1.6
Private	89	1.4	2,157	2.1	219	1.5
Other religious	1,801	27.7	31,997	31.1	4,234	28.6
Conservative Christian	196	3.0	4,627	4.5	620	4.2
Affiliated	381	5.9	6,694	6.5	991	6.7
Unaffiliated	1,224	18.9	20,676	20.1	2,623	17.7
Nonsectarian	4,508	69.4	64,926	63.0	9,817	66.3
Regular	3,341	51.5	49,910	48.4	6,617	44.7
Special emphasis	1,153	17.8	14,691	14.3	3,133	21.1
Special education	—	—	—	—	—	—
School level						
Elementary	6,493	100.0	103,061	100.0	14,816	100.0
Secondary	0	0.0	0	0.0	0	0.0
Combined	0	0.0	0	0.0	0	0.0
Program emphasis						
Regular elementary/ secondary	0	0.0	0	0.0	0	0.0
Montessori	1,167	18.0	14,802	14.4	3,250	21.9
Special program emphasis	[2] 44	0.7	[2] 739	0.7	[2] 66	0.5
Special education	15	0.2	337	0.3	68	0.5
Vocational/technical	0	0.0	0	0.0	0	0.0
Early childhood	5,185	79.9	85,951	83.4	11,266	76.0
Alternative	82	1.3	1,232	1.2	165	1.1
Size						
Less than 150	6,476	99.7	99,044	96.1	14,581	98.4
150 to 299	—	—	—	—	—	—
300 to 499	—	—	—	—	—	—
500 to 749	—	—	—	—	—	—
750 or more	0	0.0	0	0.0	0	0.0
Region						
Northeast	1,729	26.6	28,032	27.2	3,873	26.1
Midwest	1,174	18.1	19,299	18.7	2,634	17.8
South	1,835	28.3	29,037	28.2	4,412	29.8
West	1,755	27.0	26,692	25.9	3,897	26.3
Community type						
Central city	2,809	43.3	45,553	44.2	6,849	46.2
Urban fringe/large town	3,157	48.6	51,205	49.7	7,045	47.6
Rural/small town	527	8.1	6,303	6.1	923	6.2

— Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in table 2B.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 2B.—Standard errors for number and percentage distribution of kindergarten-terminal[1] private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**133.3**		**1,568.1**		**171.5**	
Private school type						
Catholic	7.5	0.14	446.1	0.42	32.7	0.24
Parochial	12.7	0.20	476.3	0.46	38.8	0.27
Diocesan	[2] 0.0	0.01	[2] 0.0	0.02	[2] 0.0	0.02
Private	9.0	0.14	126.8	0.13	10.9	0.07
Other religious	57.7	0.85	910.3	0.80	77.3	0.50
Conservative Christian	2.5	0.07	25.3	0.07	2.5	0.05
Affiliated	9.3	0.17	129.8	0.14	22.3	0.15
Unaffiliated	55.4	0.80	863.0	0.76	67.2	0.43
Nonsectarian	123.8	0.87	1,339.9	0.82	159.1	0.50
Regular	101.9	0.83	1,193.0	0.78	128.2	0.49
Special emphasis	33.2	0.37	312.7	0.27	47.2	0.22
Special education	—	—	—	—	—	—
School level						
Elementary	133.3	0.00	1,568.1	0.00	171.5	0.00
Secondary	0.0	0.00	0.0	0.00	0.0	0.00
Combined	0.0	0.00	0.0	0.00	0.0	0.00
Program emphasis						
Regular elementary/ secondary	0.0	0.00	0.0	0.00	0.0	0.00
Montessori	36.3	0.42	343.5	0.29	62.6	0.33
Special program emphasis	17.8	0.28	323.3	0.31	18.0	0.12
Special education	[2] 0.0	([3])	[2] 0.0	([3])	[2] 0.0	0.01
Vocational/technical	0.0	0.00	0.0	0.00	0.0	0.00
Early childhood	117.4	0.53	1,464.8	0.43	144.5	0.36
Alternative	13.7	0.22	162.9	0.16	13.7	0.09
Size						
Less than 150	133.3	0.01	1,568.1	0.06	171.5	0.02
150 to 299	—	—	—	—	—	—
300 to 499	—	—	—	—	—	—
500 to 749	—	—	—	—	—	—
750 or more	0.0	0.00	0.0	0.00	0.0	0.00
Region						
Northeast	47.6	0.74	618.4	0.58	47.9	0.38
Midwest	33.8	0.53	708.1	0.60	47.1	0.32
South	83.1	1.03	1,098.8	0.83	131.4	0.66
West	82.5	1.00	508.6	0.50	82.8	0.48
Community type						
Central city	63.8	1.11	1,113.6	0.96	115.7	0.62
Urban fringe/large town	94.5	1.11	1,295.5	0.95	104.3	0.59
Rural/small town	82.4	1.17	529.0	0.49	82.4	0.52

— Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] Standard error is less than 0.05.

[3] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 3B.—Number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**33,895**	**100.0**	**5,179,181**	**100.0**	**391,360**	**100.0**
Private school type						
Catholic	8,366	24.7	2,520,838	48.7	145,407	37.2
Parochial	4,837	14.3	1,348,328	26.0	72,758	18.6
Diocesan	2,591	7.7	830,858	16.0	47,631	12.2
Private	938	2.8	341,651	6.6	25,018	6.4
Other religious	14,996	44.2	1,796,444	34.7	147,308	37.6
Conservative Christian	5,174	15.3	741,640	14.3	57,454	14.7
Affiliated	3,668	10.8	558,211	10.8	47,353	12.1
Unaffiliated	6,153	18.2	496,593	9.6	42,501	10.9
Nonsectarian	10,533	31.1	861,899	16.6	98,645	25.2
Regular	6,045	17.8	603,280	11.7	64,039	16.4
Special emphasis	3,223	9.5	173,317	3.4	20,082	5.1
Special education	1,265	3.7	85,301	1.7	14,524	3.7
School level						
Elementary	23,116	68.2	2,927,905	56.5	195,268	49.9
Secondary	2,487	7.3	798,339	15.4	60,885	15.6
Combined	8,292	24.5	1,452,937	28.1	135,207	34.6
Program emphasis						
Regular elementary/ secondary	22,363	66.0	4,684,016	90.4	330,165	84.4
Montessori	2,311	6.8	84,713	1.6	10,794	2.8
Special program emphasis	633	1.9	100,888	2.0	9,861	2.5
Special education	1,402	4.1	93,835	1.8	16,051	4.1
Vocational/technical	—	—	—	—	—	—
Early childhood	5,345	15.8	93,849	1.8	11,848	3.0
Alternative	1,827	5.4	120,022	2.3	12,504	3.2
Size						
Less than 150	22,049	65.1	1,017,951	19.7	110,821	28.3
150 to 299	6,671	19.7	1,442,301	27.9	99,516	25.4
300 to 499	3,126	9.2	1,197,699	23.1	78,679	20.1
500 to 749	1,340	4.0	801,028	15.5	53,114	13.6
750 or more	711	2.1	720,201	13.9	49,229	12.6
Region						
Northeast	8,055	23.8	1,315,077	25.4	104,179	26.6
Midwest	8,598	25.4	1,364,852	26.4	91,246	23.3
South	9,945	29.3	1,539,377	29.7	126,337	32.3
West	7,297	21.5	959,874	18.5	69,598	17.8
Community type						
Central city	13,711	40.5	2,518,412	48.6	184,923	47.3
Urban fringe/large town	13,420	39.6	2,069,290	40.0	155,895	39.8
Rural/small town	6,763	20.0	591,478	11.4	50,543	12.9

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 4B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by private school typology and selected characteristics: United States, 1997–98

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**440.8**		**15,976.5**		**1,671.8**	
Private school type						
Catholic	32.9	0.32	5,432.9	0.14	210.2	0.16
Parochial	18.6	0.19	5,232.5	0.10	198.8	0.08
Diocesan	2.8	0.10	760.9	0.05	39.3	0.05
Private	31.1	0.10	1,346.3	0.03	68.6	0.03
Other religious	420.7	0.74	12,802.8	0.19	1,530.2	0.28
Conservative Christian	88.2	0.32	6,981.9	0.13	688.9	0.17
Affiliated	53.6	0.11	3,659.8	0.07	378.2	0.10
Unaffiliated	377.7	0.90	9,836.1	0.17	1,287.7	0.29
Nonsectarian	157.1	0.52	9,201.8	0.16	952.6	0.22
Regular	115.6	0.34	7,213.0	0.13	798.4	0.19
Special emphasis	67.5	0.22	3,659.5	0.07	222.1	0.06
Special education	18.5	0.07	3,578.3	0.07	420.8	0.10
School level						
Elementary	365.4	0.40	10,276.6	0.14	756.7	0.17
Secondary	62.2	0.19	1,089.2	0.05	146.7	0.07
Combined	144.4	0.34	11,068.6	0.16	1,269.1	0.20
Program emphasis						
Regular elementary/ secondary	400.7	0.50	12,974.9	0.11	1,424.8	0.15
Montessori	48.5	0.17	1,031.6	0.02	124.6	0.04
Special program emphasis	42.3	0.13	3,514.5	0.07	316.5	0.08
Special education	19.2	0.07	3,584.5	0.07	428.1	0.11
Vocational/technical	—	—	—	—	—	—
Early childhood	117.4	0.33	1,464.8	0.03	144.5	0.03
Alternative	85.9	0.25	4,277.3	0.08	341.7	0.08
Size						
Less than 150	434.5	0.46	11,474.3	0.18	1,466.8	0.27
150 to 299	57.8	0.28	10,163.8	0.16	767.3	0.17
300 to 499	3.4	0.12	1,432.7	0.08	43.3	0.09
500 to 749	3.9	0.05	2,434.5	0.07	370.1	0.11
750 or more	5.5	0.03	5,572.6	0.10	342.4	0.10
Region						
Northeast	81.4	0.35	7,176.2	0.12	527.1	0.15
Midwest	391.6	0.87	10,657.7	0.17	1,146.9	0.23
South	155.8	0.48	9,281.4	0.15	1,019.3	0.21
West	95.2	0.35	4,605.7	0.10	354.2	0.10
Community type						
Central city	127.4	0.60	8,381.5	0.15	663.5	0.21
Urban fringe/large town	184.9	0.63	7,963.8	0.14	954.4	0.21
Rural/small town	403.9	0.96	10,779.0	0.19	1,248.3	0.28

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 5B.—Number and percentage distribution of traditional PSS and kindergarten-terminal[1] private schools, students, and FTE teachers, by religious orientation: United States, 1997–98

Religious and nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**33,895**	**100.0**	**5,179,180**	**100.0**	**391,360**	**100.0**
Religious orientation						
Roman Catholic	8,366	24.7	2,520,837	48.7	145,407	37.2
African Methodist Episcopal	16	0.1	2,288	0.0	239	0.1
Amish	[2] 952	[2] 2.8	[2] 26,434	[2] 0.5	[2] 1,443	[2] 0.4
Assembly of God	529	1.6	69,945	1.4	5,279	1.4
Baptist	2,516	7.4	323,276	6.2	26,242	6.7
Brethren	56	0.2	8,143	0.2	559	0.1
Calvinist	138	0.4	40,853	0.8	2,481	0.6
Christian (unspecified)	3,806	11.2	493,882	9.5	40,662	10.4
Church of Christ	194	0.6	42,762	0.8	3,234	0.8
Church of God	241	0.7	18,623	0.4	1,560	0.4
Disciples of Christ	[2] 28	[2] 0.1	785	0.0	[2] 76	[2] 0.0
Episcopal	447	1.3	94,236	1.8	10,058	2.6
Friends	83	0.3	19,022	0.4	2,158	0.6
Greek Orthodox	32	0.1	5,106	0.1	439	0.1
Islamic	96	0.3	11,412	0.2	1,209	0.3
Jewish	789	2.3	170,223	3.3	17,217	4.4
Latter Day Saints	—	—	—	—	—	—
Lutheran Church—Missouri Synod	1,232	3.6	162,946	3.2	10,005	2.6
Evangelical Lutheran Church in America	231	0.7	19,764	0.4	1,447	0.4
Wisconsin Evangelical Lutheran Synod	380	1.1	36,697	0.7	2,273	0.6
Other Lutheran	61	0.2	4,301	0.1	294	0.1
Mennonite	394	1.2	22,162	0.4	1,758	0.5
Methodist	300	0.9	19,563	0.4	1,867	0.5
Pentecostal	464	1.4	29,309	0.6	2,772	0.7
Presbyterian	259	0.8	34,016	0.7	2,944	0.8
Seventh-Day Adventist	1,024	3.0	64,152	1.2	4,699	1.2
Other	721	2.1	75,857	1.5	6,314	1.6
Nonsectarian	**10,533**	**31.1**	**861,899**	**16.6**	**98,645**	**25.2**

— Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in table 6B.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as "Exceptional children" and "Montessori" include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Table 6B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal[1] private schools, students, and FTE teachers, by religious orientation: United States, 1997–98

Religious and nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**440.8**		**15,976.5**		**1,671.8**	
Religious orientation						
Roman Catholic	32.9	0.32	5,432.9	0.14	210.2	0.16
African Methodist Episcopal	[2] 0.0	(3)	[2] 0.0	(3)	[2] 0.0	(3)
Amish	297.5	0.85	6,840.2	0.13	491.1	0.12
Assembly of God	7.9	0.03	1,258.2	0.02	70.8	0.02
Baptist	84.9	0.22	6,659.9	0.12	796.8	0.19
Brethren	[2] 0.0	(3)	[2] 0.0	(3)	[2] 0.0	(3)
Calvinist	[2] 0.0	0.01	[2] 0.0	(3)	[2] 0.0	(3)
Christian (unspecified)	111.1	0.32	4,595.7	0.09	691.2	0.16
Church of Christ	3.1	0.01	61.5	(3)	3.1	(3)
Church of God	49.7	0.14	1,739.0	0.03	190.8	0.05
Disciples of Christ	8.2	0.02	122.7	(3)	21.5	0.01
Episcopal	11.1	0.04	354.4	0.01	84.4	0.02
Friends	[2] 0.0	(3)	[2] 0.0	(3)	[2] 0.0	(3)
Greek Orthodox	0.7	(3)	180.9	(3)	1.5	(3)
Islamic	[2] 0.0	(3)	[2] 0.0	(3)	[2] 0.0	(3)
Jewish	8.6	0.04	822.7	0.02	21.6	0.02
Latter Day Saints	—	—	—	—	—	—
Lutheran Church - Missouri Synod	16.5	0.07	567.0	0.01	30.9	0.01
Evangelical Lutheran Church In America	1.8	0.01	58.4	(3)	10.7	(3)
Wisconsin Evangelical Lutheran Synod	[2] 0.0	0.01	[2] 0.0	(3)	[2] 0.0	(3)
Other Lutheran	[2] 0.0	(3)	[2] 0.0	(3)	[2] 0.0	(3)
Mennonite	47.4	0.13	706.0	0.01	108.7	0.03
Methodist	12.3	0.04	509.7	0.01	58.0	0.01
Pentecostal	30.5	0.09	857.8	0.02	85.1	0.02
Presbyterian	3.1	0.01	86.1	(3)	15.4	(3)
Seventh-Day Adventist	35.6	0.11	1,523.2	0.03	137.4	0.04
Other	32.7	0.10	1,855.0	0.04	177.6	0.04
Nonsectarian	**157.1**	**0.52**	**9,201.8**	**0.16**	**952.6**	**0.22**

— Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] Standard error is less than 0.05.

[3] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Appendix C. Item Response Rates

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Table 1C.—Private School Survey unweighted item response rates for kindergarten-terminal* schools: United States, 1997–98

Item number	Response rate	Number of responses	Number in universe
5a	0.0 %	0	0
5b	98.4	4,550	4,623
5c	98.6	5,512	5,589
5d	97.7	458	469
5e	96.3	105	109
5f	0.0	0	0
5g	0.0	0	0
5h	0.0	0	0
5i	0.0	0	0
5j	0.0	0	0
5k	0.0	0	0
5l	0.0	0	0
5m	0.0	0	0
5n	0.0	0	0
5o	0.0	0	0
5p	0.0	0	0
5q	0.0	0	0
6	99.4	5,666	5,698
7a	89.0	5,073	5,698
7b	69.8	3,978	5,698
7c	69.3	3,948	5,698
7d	67.7	3,856	5,698
7e	60.2	3,429	5,698
8a	98.8	5,628	5,698
8b	49.3	2,799	5,675
9a	99.9	5,691	5,698
9b	84.6	11	13
9c	92.3	12	13
9d	84.6	11	13
10a	98.8	5,630	5,698
10b	98.5	5,612	5,698
11a	96.8	5,514	5,698
11b	88.5	5,045	5,698
11c	90.0	5,129	5,698
11d	88.0	5,016	5,698
11e	87.7	4,995	5,698
11f	87.4	4,982	5,698
12a	100.0	5,696	5,698
12b	97.0	64	66
13	99.6	5,675	5,698
14a	99.5	5,667	5,698
14b	94.5	1,648	1,743
14c	97.7	1,703	1,743
14d	84.2	133	158
15	95.7	5,453	5,698
16	90.0	5,127	5,698
17a	97.1	5,534	5,698
17b	97.1	5,534	5,698
18	98.7	5,622	5,698

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

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Table 2C.—Private School Survey unweighted item response rates for traditional schools: United States, 1997–98

Item number	Response rate	Number of responses	Number in universe
5a	97.6 %	1,981	2,030
5b	98.6	10,470	10,619
5c	98.5	17,346	17,606
5d	98.3	680	692
5e	97.1	463	477
5f	98.4	19,006	19,317
5g	98.3	18,677	18,996
5h	98.3	18,433	18,750
5i	98.3	18,127	18,449
5j	98.2	17,910	18,237
5k	98.2	17,446	17,768
5l	98.1	15,973	16,281
5m	98.0	15,743	16,057
5n	96.6	7,457	7,716
5o	96.5	7,008	7,264
5p	96.4	6,572	6,815
5q	96.4	6,239	6,472
6	99.1	24,344	24,557
7a	87.0	21,361	24,557
7b	66.0	16,212	24,557
7c	64.1	15,733	24,557
7d	62.4	15,325	24,557
7e	56.3	13,825	24,557
8a	99.6	24,468	24,557
8b	82.6	19,380	23,470
9a	99.7	24,493	24,557
9b	95.0	6,367	6,700
9c	94.5	6,333	6,700
9d	93.9	6,108	6,503
10a	98.9	24,289	24,557
10b	97.4	17,361	17,823
11a	99.1	24,329	24,557
11b	94.1	23,103	24,557
11c	95.1	23,358	24,557
11d	94.1	23,119	24,557
11e	93.4	22,929	24,557
11f	92.9	22,806	24,557
12a	97.7	23,982	24,557
12b	92.5	1,288	1,392
13	99.7	24,476	24,557
14a	99.7	24,475	24,557
14b	94.7	18,108	19,130
14c	99.3	18,994	19,130
14d	91.7	7,299	7,959
15	96.7	23,756	24,557
16	97.1	23,857	24,557
17a	99.3	24,379	24,557
17b	99.3	24,379	24,557
18	99.2	24,361	24,557

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1997–98.

Appendix D. Private School Survey Questionnaire

NOTICE – This report is authorized by law (20 U.S. Code 1221e-1). OMB No. 1850-0641: Approval Expires 09/30/98

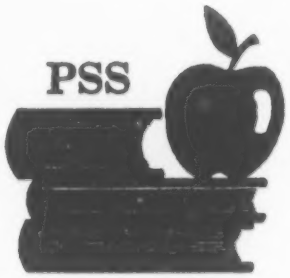
FORM PSS-1
(7-17-97)

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

PRIVATE SCHOOL SURVEY

1997–98 SCHOOL YEAR

Conducted by: U.S. Department of Commerce, Bureau of the Census



PLEASE NOTE:

The 1997–98 Private School Survey is intended to include all private –

▶ SCHOOLS that teach ANY of the following –

- **Any** of grades 1 – 12
- Ungraded students between 5 and 18 years old
- Kindergarten – traditional year of school primarily for 5-year-olds prior to first grade
- Transitional (or readiness) kindergarten – extra year of school for kindergarten-age children who are judged not ready for kindergarten
- Transitional first (or prefirst) grade – extra year of school for children who have attended kindergarten but have been judged not ready for first grade

▶ EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following –

- Kindergarten
- Transitional (or readiness) kindergarten
- Transitional first (or prefirst) grade

For example:

An early childhood center that has a nursery school, a prekindergarten program, and a kindergarten would be eligible for this survey, since it includes a kindergarten.

An early childhood center that has a nursery school and a prekindergarten program ONLY would NOT be eligible for this survey, since it does not include a kindergarten.

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.

DEAR ADMINISTRATOR:

We are requesting your critical help in an important national data collection that is very valuable to private schools across the country.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 1997-98 Private School Survey. The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this data collection effort is to obtain current information about private schools, such as type of school, length of school year, number of students and teachers, and number of high school graduates, if any. We will use the data to produce statistical summaries about the providers of private education in the United States.

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 1997-98 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *any* of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 24 percent of all elementary and secondary schools in the United States are private; these schools enroll approximately 11 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire using the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

Pascal D. Forgione, Jr.

PASCAL D. FORGIONE, JR.
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

The time required to complete this questionnaire is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4641. If you have any comments or concerns regarding the status of *your individual submission* of this form, write directly to:

National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5651

1. Please print your name, title, and work telephone number in case we have questions about any of your responses.

YOUR NAME

050 _____

TITLE

051 _____

AREA CODE TELEPHONE NUMBER

052 | | | – | | | – | | | |

2. If any of the following statements are true for the school/program named on the front of this questionnaire, please mark the appropriate box(es).

Mark (X) all that apply.

101

100 1 ☐ This school/program is no longer in operation. – *Please report closing date.*→ _____

105 1 ☐ The institution or organization named on the front of this questionnaire is not a school or an early childhood program. – *Please explain.* ☞

106 _____

110 1 ☐ This school/program teaches ONLY ADULT EDUCATION or POSTSECONDARY (beyond grade 12) students.

115 1 ☐ This school/program teaches ONLY PREKINDERGARTEN-AGE CHILDREN (such as Head Start, prekindergarten, or nursery school).

120 1 ☐ This program provides day care or before- or after-school care only; it does not provide educational instruction for children in any of grades kindergarten through 12 or ungraded.

130 1 ☐ The school/program named on the front of this questionnaire is a public school/program, not a private school/program. – *Please describe this school/program, e.g., state school for the deaf, Bureau of Indian Affairs school, Department of Defense school, local public school, etc.* ☞

131 _____

For questions regarding this survey, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 7:30 a.m. and 5:00 p.m. (Eastern time).

3. If you marked any of the statements in item 2 above, do not complete this questionnaire. Please return it in the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark any of the statements in item 2 above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. To help you with this, please record the current time. ☞

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INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 7:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks.

5. How many students were enrolled in each of the following grade levels around the first of October?

Report only for the school named on the front of this questionnaire.

Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.

Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.

Grade levels	Grades with students enrolled around October 1, 1997	Enrollment around October 1, 1997
a. Ungraded (including ungraded special education students)	135 1 ☐	140
b. Nursery and prekindergarten	145 1 ☐	150
c. Kindergarten *(traditional year of school primarily for 5-year-olds prior to first grade)*	155 1 ☐	160
d. Transitional (or readiness) kindergarten *(extra year of school for kindergarten-age children who are judged not ready for kindergarten)*	165 1 ☐	170
e. Transitional first (or prefirst) grade *(extra year of school for children who have attended kindergarten but have been judged not ready for first grade)*	175 1 ☐	180
f. 1st	185 1 ☐	190
g. 2nd	195 1 ☐	200
h. 3rd	205 1 ☐	210
i. 4th	215 1 ☐	220
j. 5th	225 1 ☐	230
k. 6th	235 1 ☐	240
l. 7th	245 1 ☐	250
m. 8th	255 1 ☐	260
n. 9th	265 1 ☐	270
o. 10th	275 1 ☐	280
p. 11th	285 1 ☐	290
q. 12th	295 1 ☐	300

6. What was the total number of students enrolled in this school/program around the first of October?

Please sum lines 5(a) through 5(q).

00 305 _____ Students

INSTRUCTIONS FOR ITEM 7

Do not *include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in day care at this school/program.*

7. Around the first of October, how many students were:

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

310 0☐None or _____ Students

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

315 0☐None or _____ Students

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

320 0☐None or _____ Students

d. Black, not of Hispanic origin?

325 0☐None or _____ Students

e. White, not of Hispanic origin?

330 0☐None or _____ Students

8a. Is this school coeducational?

335 1☐Yes
2☐No, it is an all-female school → *GO to item 9a.*
3☐No, it is an all-male school → *GO to item 9a.*

b. How many MALE students attended this school around the first of October?

340 0☐None or _____ Male students

9a. Last school year (1996 – 1997), were any students enrolled in 12th grade?

345 1☐Yes
2☐No → *GO to item 10a.*

b. How many students were enrolled in 12th grade around October 1, 1996?

350 _____ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1997 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

355 0☐None → *GO to item 10a.*
OR

_____ Graduates

d. How many of last year's graduates applied to two-year or four-year colleges?

360 0☐None or _____ Graduates

10a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student? – *Mark (X) only one box.*

365

0☐ School does not offer kindergarten, transitional kindergarten, or transitional first grade ⟶ ***GO to item 11.***

1☐ Full day (4 hours or more per day)

2☐ Half day (less than 4 hours per day)

3☐ Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

370 _____ Days per week

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

In item 11, we ask for the number of teachers for grades K – 12 by the amount of time they teach at THIS school.

Example:

The following is an example to illustrate how to report teachers in this item for a school/program that includes prekindergarten through grade 8.

If this school/program has eight full-time teachers for grades 1–8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 11 as follows:

0☐ None or 8 Full-time teachers

0☒ None or _____ Teach at least ¾ time but less than full time

0☐ None or 2 Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he/she spends teaching prekindergarten is not counted in item 11.

This number also includes the physical education teacher who teaches three days a week.

0☐ None or 1 Teach at least ¼ time but less than ½ time

This includes the music teacher who teaches two days a week.

0☐ None or 1 Teach less than ¼ time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.

12 **TOTAL TEACHERS**

92

11. Around October 1, 1997, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Consider only the amount of time an individual works as a teacher during a typical week at THIS school/program.

Include:

- Regular classroom teachers;
- Teachers who teach subjects such as music, art, physical education, and special education;
- Teaching principals/administrators who teach a regularly scheduled class at this school.

Do NOT include:

- Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, or short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385 0☐None or _____ Full-time teachers

390 0☐None or _____ Teach at least 3/4 time but less than full time

395 0☐None or _____ Teach at least 1/2 time but less than 3/4 time

400 0☐None or _____ Teach at least 1/4 time but less than 1/2 time

405 0☐None or _____ Teach less than 1/4 time

410 _____ **TOTAL TEACHERS**

12a. What type of school/program is this?

Mark (X) only one box.

415
1☐REGULAR elementary or secondary (e.g., a K–12 school, a K–8 school, a 7–12 school, a 9–12 school, a 1–8 school, etc.)
2☐MONTESSORI
3☐Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.
4☐SPECIAL EDUCATION – primarily serves students with disabilities.
5☐VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.
6☐EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

→ *GO to item 13.*

7☐ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.

b. Is a major role of this school/program to support home schooling?

420
1☐Yes
2☐No

13. Is this school/program located in a private home that is used primarily as a family residence?

425
1☐Yes
2☐No

14a. Does this school/program have a religious orientation or purpose?

430
- 1 ☐ Yes
- 2 ☐ No → *GO to item 15.*

b. Is this school/program affiliated with a religious organization or institution?

435
- 1 ☐ Yes
- 2 ☐ No

c. What is this school's/program's religious orientation or affiliation?

440
- 1 ☐ Roman Catholic → 445
  - 1 ☐ Parochial (or inter-parochial)
  - 2 ☐ Diocesan
  - 3 ☐ Private
- 2 ☐ African Methodist Episcopal
- 3 ☐ Amish
- 4 ☐ Assembly of God
- 5 ☐ Baptist
- 6 ☐ Brethren
- 7 ☐ Calvinist
- 8 ☐ Christian (no specific denomination)
- 9 ☐ Church of Christ
- 10 ☐ Church of God
- 11 ☐ Disciples of Christ
- 12 ☐ Episcopal
- 13 ☐ Friends
- 14 ☐ Greek Orthodox
- 15 ☐ Islamic
- 16 ☐ Jewish
- 17 ☐ Latter Day Saints
- 18 ☐ Lutheran Church – Missouri Synod
- 19 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
- 20 ☐ Wisconsin Evangelical Lutheran Synod
- 21 ☐ Other Lutheran
- 22 ☐ Mennonite
- 23 ☐ Methodist
- 24 ☐ Pentecostal
- 25 ☐ Presbyterian
- 26 ☐ Seventh-Day Adventist
- 27 ☐ Other –*Specify*

441

Notes

15. To which of the following associations or organizations does this school/program belong?

Mark (X) all that apply.

450 0☐ This school/program does NOT belong to ANY associations or organizations.

RELIGIOUS

455 1☐Accelerated Christian Education (ACE)
460 2☐American Association of Christian Schools (AACS)
465 3☐Association of Christian Schools International (ACSI)
470 4☐Christian Schools International (CSI)
475 5☐Council of Islamic Schools in North America (CISNA)
480 6☐Evangelical Lutheran Education Association (ELEA)
485 7☐Friends Council on Education (FCE)
490 8☐General Conference of the Seventh-Day Adventist Church (GCSDAC)
495 9☐Jesuit Secondary Education Association (JSEA)
500 10☐National Association of Episcopal Schools (NAES)
505 11☐National Catholic Educational Association (NCEA)
510 12☐National Christian School Association (NCSA)
515 13☐National Society of Hebrew Day Schools (NSHDS)
520 14☐Oral Roberts University Educational Fellowship (ORUEF)
525 15☐Solomon Schechter Day Schools (SSDS)
530 16☐Southern Baptist Association of Christian Schools (SBACS)
535 17☐Other religious school association(s) – *Specify*

536 _____ _____

SPECIAL EMPHASIS

540 18☐American Montessori Society (AMS)
545 19☐Other Montessori association(s)
550 20☐Association of Military Colleges and Schools (AMCS)
555 21☐Association of Waldorf Schools of North America (AWSNA)
560 22☐Bilingual School Association (BSA)
565 23☐Council of Bilingual Education (CBE)
570 24☐Council for Exceptional Children (CEC)
575 25☐National Association of Private Schools for Exceptional Children (NAPSEC)
580 26☐Other association(s) for exceptional children
585 27☐European Council for International Schools (ECIS)
590 28☐National Association for the Education of Young Children (NAEYC)
595 29☐National Association of Bilingual Education (NABE)
600 30☐National Association of Laboratory Schools (NALS)
605 31☐Other special emphasis association(s) – *Specify*

606 _____

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

610 32☐Alternative School Network (ASN)
615 33☐Institute for Independent Education (IIE)
620 34☐National Association of Independent Schools (NAIS)
625 35☐National Coalition of Alternative Community Schools (NCACS)
630 36☐National Independent Private School Association (NIPSA)
635 37☐The Association of Boarding Schools (TABS)
640 38☐Other school association(s) – *Specify*

641 _____

16. How many days are in the school year for students in this school/program?

645 _____ Days per year

17. How long is the school day for students in this school/program?

Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day. Include the time for lunch and recess.

650 _____ Hours AND 655 _____ Minutes

18. Does this school have a library or library media center?

660 1 ☐ Yes
2 ☐ No

19. Not counting interruptions, how many minutes did it take to complete this questionnaire?

665 _____ Minutes

20. Please record the date you completed this form.

670 Month ☐☐ Day ☐☐ 1 9 ☐☐ Year

21. Please verify this school's/program's name and address that are printed on the front of this questionnaire.

If any part of the name and address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

(a) School/program name

700 _____

(b) Address – Number and street

701 _____

(c) City 702 _____ State 703 _____ ZIP Code 704 _____

Notes

**THANK YOU FOR PARTICIPATING IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.**

**PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE.
IF YOU DO NOT HAVE THE RETURN ENVELOPE, MAIL YOUR QUESTIONNAIRE TO:**

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Current Projects Branch
1201 East 10th Street
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